university of groningen

faculty of theology and religious studies

Teaching and Examination Regulations
Master's degree programme
Theology and Religious Studies

supplement prospectus 2019-2020

Contents

The Teaching and Examination Regulations set out the specific rights and obligations that apply to each degree programme taught at the University of Groningen, for both students and the degree programme. The University-wide section of the Student Charter sets out the rights and obligations that apply to all students.

These Regulations were decreed by the Board of the Faculty of Theology and Religious Studies on July 4, 2019 and approved by the Faculty Council and the Programme Committee where required by law on June 27, 2019

This is a translation of the original Teaching and Examination Regulations for the Master's degree programme in Theology and Religious Studies, drawn up in Dutch by the Faculty of Theology and Religious Studies of the University of Groningen in July 2019. No rights can be derived from this translation and the Dutch text shall be binding in all cases.

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Section 1 General provisions

Article 1.1 – Applicability of the Teaching and Examination Regulations
1. These Regulations for the academic year 2019-2020 apply to the teaching, examinations and final assessment of the Master's degree programme in Theology and Religious Studies, CROHO degree programme code 60824, hereinafter referred to as **the degree programme**, tracks, and to all students enrolled in this degree programme and in tracks within the degree programmes.
2. The degree programme is provided by the Faculty of Theology and Religious Studies of the University of Groningen, hereinafter referred to as **the Faculty.**
3. These Teaching and Examination Regulations also apply to students of other degree programmes, faculties or institutes of higher education, insofar as they follow course units in the degree programmes offered by the Faculty to which these Regulations apply.
4. Course units that students of the degree programme as referred to in Article 1.1.1 follow in other degree programmes or at other faculties or institutes of higher education are subject to the Teaching and Examination Regulations of that programme, faculty or institute.
5. These Regulations also apply to the admission of students to the Pre-Master's programmes referred to in Article 2.3 with a view to following the degree programme. In all other respects, the relevant Bachelor's OER will apply to students who are enrolled in a Pre-Master's programme.

Article 1.2 Definitions
The following definitions apply to these Regulations:
a. The Act: the Higher Education and Research Act [WHW, Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek]
b. Student: a person registered at the University for the purpose of taking course units and/or examinations and the final assessment leading to the conferral of a university degree
c. Degree programme: the Master's degree programme referred to in Article 1.1 of these Regulations, comprising a coherent set of course units;
d. Course unit: a syllabus unit or other part of the degree programme within the meaning of Article 7.3 of the Act, included in OCASYS;
e. OCASYS: the University of Groningen's online course units catalogue;
f. ECTS credit point: a credit point within the meaning of the Act. The student workload of each course unit is expressed in ECTS credit points, whereby 1 ECTS is equivalent to a student workload of 28 hours;
g. Pre-Master's programme: a programme intended to remedy deficiencies for admission to the degree programme;
h. Test or examination: a test of the knowledge, understanding and skills of students, including an assessment of the results;
i. Final assessment: the final assessment for the Master's degree which is considered to be passed once all the requirements of the entire Master's degree programme have been satisfied;
j. Academic year: the period of time that starts on 1 September and ends on 31 August of the following year;
k. Semester: part of the academic year, either starting on 1 September and ending on a date to be determined by the Board of the University, or starting on the aforementioned date determined by the Board of the University and ending on 31 August;
l. Practical: a practical exercise, as referred to in Article 7.13 of the Act, in one of the following forms:
    - a thesis
    - a written assignment or a draft design
    - a written paper or draft
    - a research assignment

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- participation in a field trip or an excursion
- completion of a placement/internship
- participation in other educational activities designed to teach certain skills

m. Board of Examiners: an independent body with the duties and powers as stated in Articles 7.11, 7.12, 7.12b and 7.12c of the Act, including assessing whether the requirements of the final assessment have been met;

n. n. Examiner: a person appointed by the Board of Examiners to set examinations and determine their results

o. Admissions Board: the board that has decision-making powers in matters concerning admission to the degree programme on behalf of the Faculty Board.

p. Programme committee: the consultative and advisory body that fulfils the duties referred to in Article 9.18 of the Act.

q. Track: a graduation specialization as approved by the Board of the University.

The other terms will have the meaning that the Act ascribes to them.

Section 2   Admission

Article 2.1 Entry requirements
1. Students with a Dutch or foreign certificate of higher education that, according to the Admissions Board, indicates that they have sufficient knowledge, insight and skills in the field of classical theology, theology or religious studies, or in a related field within the arts, philosophy, social sciences at University Bachelor's level.
2. Holders of a Bachelor's degree in 'Godgeleerdheid', 'Theologie', 'Godsdienstwetenschap' of 'Wetenschap van godsdienst en levensbeschouwing' from the University of Groningen are considered to have the knowledge and skills referred to in Article 2.1.1 and will be admitted to the degree programme on this basis.
3. There are two starting dates per academic year, namely 1 September and 1 February of each year.
4. A request for admission after 1 September may be submitted to the Admissions Board by email: onderwijs.ggw@rug.nl. A decision regarding this application will be taken within 4-6 weeks.
5. The Admissions Board is responsible for assessing whether students without a Bachelor's degree are admissible on the basis of sufficient knowledge, understanding and skills at the level of a Bachelor's degree.
6. Students who satisfy the requirements listed in Articles 2.1.1 , 2.1.2 and 2.1.3 will be selected on the basis of an assessment of the following additional requirements:
a) motivation
b) level of relevant knowledge of and skills in the methods and techniques used in the relevant field (see also appendix 2)
c) general academic level of thinking and working
d) proficiency in the language(s) used in the track. The following requirements apply to the level of knowledge of English for international students: TOEFL 90 internet based or higher (minimum scores for reading/listening/speaking 21, writing 24), IELTS 6.5 or higher (6.0 on parts). Dutch students without a VWO certificate must satisfy the same language requirement as international students. As an alternative to the above-mentioned TOEFL and IELTS scores, a comparable Cambridge Proficiency score (CA Advanced of C2 Proficiency with a minimum score of 180) or a certificate from the University of Groningen Language Centre with a CEFR B2-C1 or higher score will also be accepted.

Article 2.2 Language requirement for foreign certificates

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1. Students who have been admitted to a degree programme on the basis of a foreign certificate or degree may be asked by the Admissions Board – before registration – to pass a Dutch or English language test, depending on the language of the chosen degree programme/track, to be administered by an agency stipulated by the Board.
2. Concerning the master's degree programme A1 (Religion, Health and Wellbeing-Spiritual Care /Geestelijke Verzorging) the Dutch language proficiency requirement can be met by passing the state examination in Dutch as a Second Language (NT2, programme II). The conditions listed in Article 2.2.3 apply to the English language proficiency requirement.
3. Concerning the master's degree programme A2, B t/m E the English language proficiency requirement can be met by passing an examination in English at the level of the VWO final exam or by passing the TOEFL with a score of at least 90 internet based (minimum scores for reading/listening/speaking 21, writing 24) or an IELTS score of at least 6.5 overall (6.0 on parts), CEFR at least B2-C1 or a comparable Cambridge Proficiency score (C1 Advanced or C2 Proficiency with a minimum score of 180).

Article 2.3 Pre-Master's programme
1. The Faculty offers Pre-Master's programmes to facilitate entry into a Faculty Master's degree programme.
2. Students who enroll in the Pre-Master's programme in Theology and Religious Studies/Religion and Pluralism are registered in the Bachelor's degree programme in Religious Studies as referred in Article 1.1.1.
Students who enroll in the Pre-Master's programme in Theology and Religious Studies/Religion, Conflict and Globalization are registered in the Bachelor's degree programme in Religious Studies as referred in Article 1.1.1.
Students who enroll in the Pre-Master's programme in Theology and Religious Studies/Religion and Cultural Heritage are registered in the Bachelor's degree programme in Religious Studies as referred in Article 1.1.1.
Students who enroll in the Pre-Master's programme in Theology and Religious Studies/Religion, Health and Wellbeing (Ethics and Diversity) are registered in the Bachelor's degree programme in Religious Studies as referred in Article 1.1.1.
Students who enroll in the Pre-Master's programme in Theology and Religious Studies/Religion, Health and Wellbeing (Geestelijke Verzorging/Spiritual Care) are registered in the Bachelor's degree programme in Theology as referred in Article 1.1.1.
3. The content and the student workload of the Pre-Master's programme are determined by the Admissions Board on a case-by-case basis.
4. The Admissions Board of the desired Master's degree programme will decide whether students are admitted to the Pre-Master's programme.
5. The Pre-Master's programme must be completed within 24 months for a fulltime student and within 36 months for a parttime student.
6. The Board of Examiners of the Bachelor's degree programme as referred to in Article 1.1.1 has the authority to decide in matters concerning course units in the Pre-Master's programme.
7. The stipulations concerning Pre-Master's programmes in the University of Groningen Regulations for Registration and Tuition Fees 2019-2020 apply

Article 2.4 Admissions Board
1. The Admissions Board has the authority to decide on behalf of the Faculty Board in matters concerning admission to the degree programme.
2. The Admissions Board of the degree programme in tracks A2, B- D consists of:
   - a member, also the chairperson, selected from the professors who teach the degree programme or a member from the academic staff, selected by the Faculty Board
   - three members selected from the other academic staff who teach the degree programme.

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3. The Admissions Board of the degree programme in programme A1 (Religion, Health and Wellbeing-Spiritual Care) consists of:
   - a member, also the chairperson, selected from the professors who teach the degree programme or a member from the academic staff, selected by the Faculty Board
   - one member selected from the other academic staff who teach the degree programme.
4. The study advisor for the degree programme (or an equivalent member of faculty staff) will be an advisory member and also secretary.
5. The selection will be made by the Faculty Board, which will also set out the admissions procedure.

Article 2.5 Entrance examination for the Master's Honours programme: criteria
1. With a view to the admissions procedure for the Master's Honours Programme, the Admissions Board will investigate whether the candidate satisfies the conditions concerning knowledge, expertise and skills.
2. When conducting its investigation, the Board will also consider the motivation and ambitions of the candidate concerning the degree programme in question, as well as the candidate's proficiency in the language in which the programme will be taught.

Article 2.6 Entrance examination: times
1. The entrance examination for the degree programme will be held twice a year, as the degree programme commences in the first and second semester.
2. Applications for admission to the degree programme and a specific track must be submitted to the Admissions Board before 1 April (for the non EU/EER-students), before 1 May (the EU/EER-students) or 15 October respectively, depending on the desired starting date.
3. Only in exceptional cases will the Admissions Board consider an application submitted after the dates stated in Article 2.6.2.
4. The Admissions Board will make its decision before 15 June or 15 November, respectively. Admission will be on condition that the candidate has satisfied the requirements set out in Article 2.1 concerning knowledge and skills by the starting date of the degree programme at the latest, supported by certificates from the degree programmes followed.
   The written admission statement will include information for the student about the possibility of an appeal to the Board of Appeal for Examinations.

Article 2.7. Validity of an admission decision
The decision of the Admission Board that a candidate is admitted to a master's degree programme remains valid during two successive years.

Article 2.8 Re-registration for a Master's degree programme
Students who were admitted to the Master's degree programme in a previous year can re-register as of September and February
Admission in Dutch taught master programme (Religion, Health and Wellbeing-Spiritual Care) is possible as of 1 February (part-time students). Students of the English taught master tracks will be advised against admission as of 1 February.

Section 3 Content and structure of the degree programme

Article 3.1 Aim and learning outcomes of the degree programme
1. The degree programme is designed to:
   1. acquire specialized knowledge, skills and understanding in the field of Theology and Religious Studies or Spiritual Care

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2. promote academic development. This is defined as the development of competences (knowledge, skills and attitudes) concerning:
   - independent academic thought, action and communication
   - the use of the relevant academic instruments
   - academic communication in the mother tongue
   - the use of specific knowledge of a field in a wider academic, philosophical and social/cultural context
   - behavioural norms that apply during the degree programme and in the academic world
3. prepare students for a further (study) career.
   - *for all master tracks:*
     - to provide an academic basis for the master's degree programme Social Sciences and Humanities in Secondary Education, Theology and Religious Studies (certificate NT2, programme II is requested for non-Dutch students)
     - to prepare students for the training programme to become an academic researcher in the field of theology and/or religious studies.
   - *For all master tracks with exemption of the master's programme Religion, Health and Well-being-Spiritual Care:*
     - to provide an academic basis for a career in the field of policy, culture, church work, education and communication, for example in the media, government institutions, commercial companies, church congregations or various forms of special pastoral care and cultural institutions
   - *And for the Master's degree programme in Religion, Health and Wellbeing-Spiritual Care*:
     - provide students with an academic basis for reflection on the function and position of a spiritual care giver in the current religious and cultural situation, and for academic research in this field
     - to provide a basis for a career as a spiritual care giver at an academic level
     - to prepare students for the training programme to become an academic researcher in the field of spiritual care.

2. The graduate who starts the Master's degree programme in Theology and Religious Studies on or after 1 September 2019 will attain the following learning outcomes and is able to:
   Knowledge and understanding
   1. demonstrate in-depth knowledge and understanding of the most important scholarly debates, theoretical perspectives and relevant methodologies in one subfield (track) of theology and religious studies
   2. demonstrate extensive knowledge and understanding of scholarly debates, theoretical perspectives and methodologies in the field of at least one theme within a subfield (track) of theology and religious studies

   Applying knowledge and understanding
   3. independently carry out an academic analysis of source materials and texts in the field of theology and religious studies
   4. independently and in scholarly sound fashion collect and process sources and literature in analogue or digital catalogues and databases in a subfield of theology and religious studies
   5. demonstrate their familiarity with the research methods commonly used in a subfield (track) of theology and religious studies
   6. independently design and implement a research project within a specific subfield (track) of theology and religious studies
   7. independently apply their acquired knowledge and understanding to specific products that are relevant in professional contexts

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Forming judgements
8. weigh historical, methodological, social and ethical concerns in a specific subfield (track) of theology and religious studies in analyses of complex issues and independently form judgements about the matter
9. independently judge their own academic responsibility in a subfield of theology and religious studies
10. critically reflect on current scholarly and social debates regarding the role of religion in society

Communication
11. translate professional insights and the results of their own and other people's academic research orally and in writing for a broad audience of specialists and non-specialists
12. report on their own research in a manner that satisfies current academic standards within the relevant subfield of theology and religious studies

Learning skills
13. demonstrate academic and professional skills, particularly with regard to individual and group work, evaluate and improve their work, also based on feedback from others, and draw up independently including formulating and adhering to agreed plans
14. independently gather information about relevant professional sectors and integrate their acquired knowledge and skills in relevant positions or working environments

3. Graduates of the specialization in Spiritual Care qualify for registration in the Quality Register for Spiritual Care (SKGV: *Stichting Kwaliteitsregister Geestelijke Verzorgers*). The learning outcomes of this specialization are as follows. A graduate who successfully completes this specialization is able to :

   1. demonstrate knowledge and understanding of the methods, theories and scholarly debates in the field of spiritual care
   2. demonstrate knowledge and understanding of the complex organizations in which spiritual care counsellors are active
   3. demonstrate in-depth knowledge and understanding of the psychological, ideological and ethical aspects of religion, health and wellbeing and their interrelationships in the Western multicultural and multi-faith society
   4. demonstrate critical understanding (based on (1-3)) of the way in which people create meaning and belief in their specific context and the role of a spiritual care counsellor in this process
   5. collaborate with colleagues and representatives of other disciplines thanks to their understanding of the work fields of various closely related professions
   6. demonstrate the communicative and methodological skills required to work as spiritual care counsellors
   7. embody and combine their expertise, professional skills and personal faith and ideology in a well-thought out and credible manner.

4. The learning outcomes of the individual course units taught in the various tracks can be found in Appendix 3.

Article 3.2 Type of degree programme
The degree programme is in full-time. The master's degree programme in Religion, Health and Wellbeing-Spiritual Care is also available in part-time variant.

Article 3.3 Language of the degree programme
1. The degree programme is taught in Dutch.

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2. Notwithstanding Article 3.3.1, one or more course units of the programme may be taught in English in line with the University of Groningen Code of Conduct: Languages Used in Teaching and Examinations, article 2.2b.
3. In the specialization Spiritual Care of the track Religion, Health and Wellbeing Dutch-speaking students may use the Dutch language in examinations (assignments, papers, exams)
4. In English taught course units of the master tracks Religion and Pluralism, Religion and Cultural Heritage, Religion, Conflict and Globalization and Religion, Health and Wellbeing, specialisatie Ethics and Diversity, Dutch-speaking students may use the Dutch language in assessments (papers, exams).
5. Individual non-Dutch students and examiners may make arrangements for examinations to be taken in a different language.

Article 3.4 Student workload
1. The degree programme has a student workload of 60 ECTS credit points.
2. The student workload is expressed in whole ECTS credit points.

Article 3.5 Tracks
The degree programme has the following tracks:
A. Track Religion, Health and Wellbeing, with a placement or a research placement
B. Track Religion and Pluralism: Ancient and Modern with placement
C. Track Religion, Conflict and Globalization with placement
D. Track Religion and Cultural Heritage with placement

Article 3.6 Content of the tracks
1.1 Programme A1 (Religion, Health and Wellbeing-Spiritual Care) consists of the following theoretical course units with their related student workload:
    1. Perspectives on Religion, Health and Wellbeing (5 ECTS)
    2. Spiritual Care: roles and methods(5 ECTS)
    3. Ethics in Care (5 ECTS)
    4. Psychopathology and Religion (5 ECTS)
    5. Conducting research on Religion, Health and Wellbeing (5 ECTS)

1.2 Programme A2 (Religion, Health and Wellbeing-Ethics and Diversity) consists of the following theoretical course units with their related student workload:
    1. Perspectives on Religion, Health and Wellbeing (5 ECTS)
    2. Ethics in Care (5 ECTS)
    3. Religion, gender and sexuality (5 ECTS)
    4. Conducting research on Religion, Health and Wellbeing (5 ECTS)
    5. (Beyond) Bioethics (5 ECTS)
    6. Either Healing, Possession, Illness ór Psychopathology and Religion (NL taught) (5 ECTS)

1.3 Track B (Religion and Pluralism: Ancient and Modern) consists of the following theoretical course units with their related student workload:
    1. Jews, Christians and Others: Pluralism and Politics in the Graeco-Roman World (10 ECTS)
    2. Texts of Terror (5 ECTS) *or 1 Elective of RCG, block 1a*
    3. Historical Methods in Early Christianity (5 ECTS)
    4. Muslims and non-Muslims: The Emergence of the Islamic State in Late Antiquity (5 ECTS) *or 1 Elective of RCG, block 1b*
    5. Reception and Re-Use of Authoritative Texts (5 ECTS) *or 1 Elective of RCG, block 1b*

1.4 Track C (Religion, Conflict and Globalization) consists of the following theoretical course units with their related student workload:

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1. Religion, Conflict and Globalization: A Critical Introduction (10 ECTS)
2. Choice (1 out of 3):
   a. Religion, Violence and Conflict Transformation (5 ECTS)
   b. Gender, religion and Sexuality (5 ECTS)
   c. of 1 Elective from Religion and Pluralism, block 1a
3. Social Scientific Research Methods (5 ECTS)
4. Choice (2 out of 5):
   a. Forced Migration (5 ECTS)
   b. Global Dynamics and Local Cosmologies: Studying Religious Change (5 ECTS)
   c. Gender, Religion and Sexual Nationalism (5 ECTS)
   d. Religion and the Politics of Human Rights (5 ECTS)
   e. National Socialism and Religion: Conflict and Heritage (RCH) (5 ECTS)
   f. or two electives of Religion and Pluralism, block 1b (if interested in ancient Religion, Pluralism and Conflict)

1.5 Track D (Religion and Cultural Heritage) consists of the following theoretical course units with their related student workload:
1. Heritage, Identity, Religion: Theoretical Approaches (5 ECTS)
2. Choice (1 out of 3):
   a. Material Religion: Things, Places, Performances, and Beliefs (5 ECTS)
   b. Theological Heritages in a (Post)Modern Context: Confessional and Liberal Concepts of Truth (5 ECTS)
   c. Heritage of Nature: History of Science, Spirituality and the Idea of Nature (5 ECTS)
3. Research Methods and Skills in Heritage and Historical Studies (5 ECTS)
4. Regional Heritage: Old Churches–New Meanings (5 ECTS)
5. Choice (2 out of 5):
   a. Museums and Religion (5 ECTS)
   b. Heritage of death: the heritage of funerary practices and memoralization (5 ECTS)
   c. Popular Culture, Politics, and Heritage (5 ECTS)
   d. National Socialism and Religion: Conflict and Heritage (5 ECTS)
   e. Reception and Re-Use of Authority Texts (5 ECTS)

2. Programme A1 (Religion, Health and Wellbeing-Spiritual Care) also contains the following compulsory course units with their related student workload:
   (a) a placement or a research placement (15 ECTS)
   (b) a thesis (20 ECTS)
3. Programme A2 (Religion, Health and Wellbeing-Ethics and Diversity) and tracks B-D also contain the following compulsory course units with their related student workload
   (a) a placement (10 ECTS)
   (b) a thesis (20 ECTS)
With the approval of the Board of Examiners, a student may select, instead of a placement, a tutorial or course unit (10 ECTS) from a different specialization of the Master's degree programme in Theology and Religious Studies or from the Master's degree programme of another Faculty or University.
4. The Appendix sets out the content and modes of instruction of the compulsory parts of the various tracks in more detail, including the level of knowledge students will need to successfully take the course unit in question.

Article 3.7 Electives
1. On the basis of a well-founded request by a student, the Board of Examiners may grant prior permission to:
   a. replace a course unit in the examination programme with another course unit offered by the University of Groningen or another university in the Netherlands or abroad that dovetails well with the degree programme, or

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b. to use one or more course units followed at the University of Groningen or another university in the Netherlands or abroad as electives in the degree programme.
2. When assessing such a request, the Board of Examiners will in any case evaluate the coherence of the set of course units (or part thereof) and the level of the course units followed.

Section 4 Examinations and final assessment of the degree programme; general provisions

Article 4.1 Board of Examiners and examiners
1. The Board of Examiners is the independent body that determines whether individual students have the knowledge, understanding and skills required to be awarded the degree.
2. The Faculty Board appoints the members of the Board of Examiners on the basis of their expertise in the field of the degree programme (or group of degree programmes) in question.
3. Members of the Board or other people who have financial responsibilities within the institution may not be appointed as members of the Board of Examiners.
4. The Board of Examiners will appoint examiners to set examinations and determine the results.
5. The Board of Examiners will draw up the Rules and Regulations of the Board of Examiners rules for assessing and determining the results of examinations and final assessments.

Article 4.2 Assessment plan
An assessment plan approved by the Faculty Board is part of the TER of each degree programme. The assessment plan comprises the following (see appendix 4):
1. the learning outcomes of the degree programme;
2. the course units of the degree programme with their student workload in ECTS and the learning outcomes of each course unit;
3. the relationship between course units and learning outcomes;
4. the assessment mode to be used and the assessment moments for each course unit;
5. the assessment procedures and assessment criteria used;
6. the right of inspection;
7. who is/are responsible for the implementation of the various components of the assessment policy;
8. the method of regular evaluation.

Article 4.3 Examination; general
1. Every course unit has a related examination.
2. An examination can comprise a number of partial exams. The result of these partial exams together determine the examination result.
3. Examinations, both interim and final, provide students with the information they need to assess whether they have achieved or will achieve the required learning outcomes.
4. A resit opportunity is offered for each partial exam (summative assessment) of a course unit. This resit may comprise resits of various different partial exams previously taken. The lecturer is responsible for the design of such resits.
5. The results of an examination are given as pass or fail, in numbers on a scale of 1 to 10, expressed as 5.5 or more for a pass and 5.4 or less for a fail.
6. The following stipulations apply to participation in course units with seminars or working groups as teaching method and practicals with compulsory attendance:
   1. In this article, 'practicals' are understood to be practical exercises as referred to in Article 1.2.d and their associated lectures.

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2. If a practical incorporates lectures, an 75% attendance requirement will apply to these lectures.
3. Students who attend fewer than 75% of the lectures will not be allowed to sit the examination for the course unit in question and must repeat the course unit.
4. The stipulations in Article 4.3.6 concerning the practicals c.q. the course units with compulsory attendance will apply if they are listed in the course unit description in Ocasys.
5. In exceptional cases, the Board of Examiners may decide to deviate from the stipulations of the previous articles in favour of a student. Such a decision must be supported by reasons.

7. The following stipulations apply to participation in examinations:
1. Students who do not satisfy the stipulations listed in Articles 4.3.6.1 to 4 are banned from participating in the examination.
2. In accordance with the stipulations of Article 4.3.6 with regard to compulsory attendance at practicals or course units, students who attend fewer than 75% of the lectures of the following course units will be banned from participation in the examination:
- Spiritual Care: roles and methods
- Psychopathology and Religion
- Religion, Violence and Conflict Resolution
- Theological Heritage
3. Papers that are not submitted before the original deadline will fall under the resit regulations and must be submitted before the second deadline, which falls in the resit period..
4. Papers that are submitted before the original deadline but are awarded a fail mark can be resat/improved and must then be resubmitted before the second deadline, in the resit period of the relevant teaching block.
5. Papers that are not submitted before the resit deadline will not be marked. The student in question will have to write a new paper on a new topic in the next academic year.
6. An examination that has been passed (5.5 or more) may not be taken again.
7. If a student has completed all the compulsory parts of a course unit to the best of their ability but has still not passed, then the examiner may give them the opportunity to take a supplementary or replacement test. Granting this opportunity is subject to approval by the Board of Examiners.

Article 4.4 – Compulsory order of examinations
The examinations for the course units listed below may not be taken until after the examinations for the associated course units have been passed:

Course unit name	after has been passed
Spiritual Care: roles and methods	premaster Spiritual Care
Placement specialization Spiritual Care in track Religion, Health and Wellbeing	Spiritual Care: roles and methods and Psychopathology and Religion
Master thesis	one of the following course units: Conducting Research on Religion, Health and Wellbeing (5 ECTS), Historical Research Methods (5 ECTS), Social Scientific Research Methods (5 ECTS) or Research methods and skills in Heritage and Historical Studies (5 ECTS)

Article 4.5 Examination frequency and periods

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1. a. A student who registers for a course unit is automatically registered for the examination for that course unit.
    b. Notwithstanding the provisions of Article 4.5.a, students can register and deregister for examinations during certain periods to be further defined.
    c. There will be an opportunity to sit one examination and one resit for the course units listed in Article 3.6. For partial examinations, one resit for all partial examinations together may be opted for.
2. The periods in which examinations can be sat are listed in the Student Handbook and/or OCASYS. Partial exams can also be taken outside the period indicated.
3. An exam in conclusion of a course unit must be taken not later than the end of the academic year (examination term)
4. If the course unit is not completed within the examination term, the exam results for that course unit will lapse and the student in question must take the entire course unit again the following year. This rule counts also for papers, these must be rewritten on a new topic.
5. Notwithstanding the provisions of Article 4.5.1, there will be only one opportunity in a certain year to take the examination for a course unit not taught in that year.
6. Students may resit an examination for a course unit that is no longer offered at least twice during the first year after it has been removed from the curriculum.

Article 4.6 Assessment of placement or research placement
The assessment of the placement or research placement will be conducted by the Faculty supervisor, on the basis of the placement report and after consultation with the supervisor at the host institution or placement organization. Assessment of placements conducted within the framework of the Master's degree programme in Religion, Health and Wellbeing-Spiritual Care is also in consultation with the professional development supervisor.

Article 4.7 Form of Examinations
1. Examinations will be taken in the manner stated in OCASYS.
2. At the student's request, the Board of Examiners may allow an examination to be taken in a form different from that stated in Article 4.7.1.
3. Mock versions of each examination will be made available .

Article 4.8 Oral Examinations
1. Unless the Board of Examiners decides otherwise, an oral examination may only be taken by one student at a time. A second examiner may attend the oral exam at the request of the student and/or the examiner. In case the oral exam is held by an examiner the exam must be audio-recorded. Recordings will be deleted immediately after the (normal) period for perusal.
2. Oral examinations are not public, unless the Board of Examiners stipulates otherwise or the student motivates his objection to the public nature of the examination.

Article 4.9 Marking of examinations and publication of marks
1. After an oral examination, the examiner will assess the examination immediately and provide the student with a statement upon request.
2. The examiner will mark a written examination within ten working days of the day on which it was taken, and will provide the Faculty's Administration Office with the necessary details for registration of the result in Progress.
3. The examiner will mark a paper which is submitted in time within fifteen working days of the deadline for submission, unless the examiner and the student have made other agreements. The examiner will provide the Faculty's Administration Office with the necessary details for written confirmation of the result to be sent to the student.
4. If an examination is taken in a form other than oral or written, the Board of Examiners will determine in advance how and when the student will receive written confirmation of the result.

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5. The written confirmation of the result of an examination will inform students of their right of inspection, as stipulated in Article 4.11.1, as well as of his right to appeal.
6. Students can lodge an appeal against the results of an examination with the Central Portal for the Legal Protection of Student Rights (CLRS) within 6 weeks of the date on which the result was announced.

Article 4.10 Validity of course units
1. Completed course units remain valid indefinitely.
2. A. Contrary to the provisions of Article 4.10.1, the Board of Examiners may decide that the validity of a course unit is limited. The Board of Examiners can only decide that a course unit is no longer valid if the student's skills and knowledge are demonstrably outdated. The Board of Examiners may then decide to require a student to take a supplementary or substitute examination before allowing that student to progress to the final assessment.
   B. In the event of extraordinary personal circumstances the validity term will be extended to include the period during which the student in question is receiving support from the Graduation Fund.
3. Partial examinations and assignments passed within a course unit that has not been successfully completed will lapse at the end of the academic year in which they were passed.

Article 4.11 Right of Inspection
1. On request, students have the right to inspect their marked work during a period of six weeks after the results of a written examination have been made known. If students make use of this opportunity, they will be provided with a copy of their work at cost price at their request.
2. Within the timeframe stipulated in Article 4.11.1, any interested person may request that they be allowed to peruse the examination paper and, if possible, the assessment criteria.
3. The Board of Examiners can determine that this inspection or perusal will take place at a certain place and at two set times at least. If students can prove that they were prevented from attending at the indicated place(s) and time(s) by force majeure, they will be offered another opportunity, preferably within the period stated in Article 4.11.1.

Article 4.12 Thesis
1. A thesis can in principle only be used for one University of Groningen degree programme. Full or partial exemptions for a degree programme's thesis may be granted by the Board of Examiners based on a thesis written for another degree programme.
2. Theses are stored by the Faculty Board for a period of at least 7 years.
3. Students will be given the opportunity to submit a final-year thesis (at least) once per academic year.
4. The period during which students can write theses will be published in the Student Handbook and/or OCASYS.
5. More detailed regulations on the design, content, time frame and assessment of the thesis can be found in the Regulations for Bachelor's and Master's theses, which form part of these Teaching and Examination Regulations. This includes, for example, the following regulations:
   - The thesis must be completed within the current academic year. Students who do not complete their thesis within the academic year in which they started it must submit a reasoned request for extension of the completion term to the Board of Examiners. Upon the student's request, the Board of Examiners may take the student's extraordinary circumstances into account in its assessment of a request for extension, as well as his/her study behaviour, any agreements made or study plan drawn up in consultation with the study advisor, and the student's plan for completing the thesis. The Board of Examiners will also consult the supervisor before making a decision.
   - Thesis terms can be extended for a period of up to one semester at a time.

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- No more than two extensions will be granted.
- The draft version of the thesis must be submitted in early June, the definitive version on 1 July and the revised version on 1 August.
- At least 3 but no more than 7 supervision meetings are held for Master's theses.
6. The final mark of the master thesis should be at least a (not rounded off) 6.0.
7. If by the end of the period referred to in Article 4.11.4 the assessors are of the opinion that the thesis cannot be awarded a pass mark, the student will be given one opportunity to revise the work within a time frame defined by the degree programme. This revision is formally the resit.
8. The Board of Examiners is the only body that can deviate from the provisions of this Article at the written request of a student.
9. Students must have successfully completed the research methods course unit of the relevant track in order to qualify for supervision and assessment of the final-year thesis for the degree programme.

Article 4.13 Degree
1. A student who has satisfied all the requirements of the final assessment shall be awarded the degree of 'Master of Arts'.
2. The degree awarded will be indicated on the degree certificate.

Article 4.14 Honours ('Cum Laude'/'Summa Cum Laude')
1. The Board of Examiners shall determine whether or not the Master's degree certificate will be awarded an honours predicate.
2. The following conditions apply:
   a) Cum laude: the mark for the thesis must be at least 8.0 as well as the weighted average (not rounded off) for all course units, excluding the thesis, within the examination programme approved by the Board of Examiners is greater than or equal to 8.0
   b) Summa cum laude: the mark for the thesis must be at least 9.0 as well as the weighted average (not rounded off) for all course units, excluding the thesis, within the examination programme approved by the Board of Examiners is greater than or equal to 9.0
3. No honours are awarded if the student workload of the exemptions in ECTS credit points is more than half the total number of ECTS credit points for the degree programme. This stipulation does not apply to Double Degree programmes.
4. Honours may only be awarded if the examinations for the course units were taken only once.
5. Honours may only be awarded if no single course unit was awarded a mark less than 7.0.
6. No honours are awarded if a decision by the Board of Examiners has been taken to the effect that a student is no longer eligible for an honours predicate because fraud/plagiarism has been detected.
7. In certain circumstances, the Board of Examiners may depart from the provisions set out in Articles 4.14.2-6.

Article 4.15 Final Assessment
1. The degree programme is concluded with a final assessment.
2. a. On the condition that the student's study programme has been approved, the Board of Examiners will determine the result of the final assessment as soon as the student has passed all the required examinations. The Board of Examiners may define terms to this end. The result of the final assessment indicates that the student has acquired the necessary academic training. The Board of Examiners will issue a degree certificate indicating this.
   b. If a student fails to meet the relevant deadlines for approval of the study programme referred to under a, the Board of Examiners may postpone his or her graduation date. This date may be in the academic year following the year in which the last examination was passed

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3. Before the result of the final assessment can be determined, the Board of Examiners may decide to test the student's knowledge of one or more course units or components of the degree programme, if and in as much as the marks for the relevant examinations provide a reason for doing so.
4. By determining the result of the final assessment, the Board of Examiners also commits itself to a speedy processing of the degree certificate ceremony.
5. If a student wishes to postpone the date of graduation due to extra examinations that still need to be taken, he or she must submit a request to this end to the Board of Examiners in good time.
6. The graduation date is the date on which the final assessment is passed, as determined by the Board of Examiners in accordance with the provisions of Article 4.15.2, and not the date on which the degree certificate is presented to the student.
7. The successfully passed final assessment as referred to in Article 4.15.1, and all assignments submitted within the framework of this assessment, will be kept on file by the Faculty Board for a period of at least 7 years. This is also applicable to the recording of oral exams.

Section 5   Examinations and final assessment of the degree programme; specific provisions

Article 5.1 Examination provisions in special circumstances
1. If not granting a student an individual examination provision would lead to an 'exceptional instance of unfairness of overriding nature', the Board of Examiners may decide to grant such a provision contrary to the stipulations of Article 4.4.
2. Requests for individual examination provisions, including documentary evidence, must be submitted to the Board of Examiners as soon as possible.

Article 5.2 Examinations and functional impairments
1. Students with a functional impairment will be given the opportunity to take examinations in a form that will compensate as far as possible for their individual impairment. If necessary, the Board of Examiners will seek expert advice from the student counsellor of the Student Service Centre (SSC) before making a decision.
2. With regard to examinations for electives taken by students with a functional impairment, the Board of Examiners of the degree programme that sets the examination will comply with the facilities permitted by the Board of Examiners of the degree programme for which the student has registered.

Article 5.3 Exemptions
1. At the student's request, the Board of Examiners, having discussed the matter with the examiner in question, may grant exemption from an examination on condition that the student:
   a. has completed part of a university or higher vocational degree in the Netherlands or abroad that is equivalent in content and level,
   b. can demonstrate by work experience that he/she has sufficient knowledge and skills with respect to the course unit in question.

2. The validity period of exemptions granted for course units or parts thereof is identical to that of examination results.

Article 5.4 Request for additional resit
1. Students may submit a request for an additional resit to the Board of Examiners.

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2. Such a request may be granted if the student in question failed the relevant exam due to extraordinary circumstances and if not granting the request for an additional resit would result in unacceptable study delay.
3. The following criteria apply to granting a request for an additional resit for the last course unit in the degree programme:
   - it must concern the last examination result needed
   - not granting the request would result in study delay of at least one semester
   - the examinee must have taken the last two regular exam opportunities for the course unit in question.

Article 5.5 Authority of the Board of Examiners regarding electives offered by other degree programmes
1. A request to take an elective at another degree programme must be approved by the Board of Examiners of the student's own degree programme.
2. The Board of Examiners of the other degree programme is authorized to set and assess the examinations and decide upon requests for alternative exam regulations.

Article 5.6 Open Degree Programme
1. Students may choose to follow a degree programme's Open Degree Programme, which deviates from the regular track(s) of the degree programme. An Open Degree Programme must always be approved in advance by the Board of Examiners of the degree programme in which the student is registered.
2. The following additional requirements apply to Open Degree Programmes
   a. Meet the learning outcomes of the master's degree programme
   b. Meaningful relationship

Article 5.7 Cheating and plagiarism (see appendix 5)
1. Cheating is, whether or not on purpose, an act or omission by a student designed to partly or wholly hinder the forming of a correct assessment of his or her own or someone else's knowledge, understanding and skills.
2. Cheating also includes plagiarism, which means copying someone else's work or your own work, insights and skills without correct reference to the source.
3. If a student cheats, the Board of Examiners may exclude that student from participation in one or more examinations or final assessments for a maximum of one year.
4. In the event of serious cheating, the Board of Examiners can advise to the Board of the University to permanently terminate a student's registration in the degree programme.
5. The Board of Examiners will set out its course of action in the event of cheating in its Rules and Regulations.

Article 5.8 Invalid examination
In the event of irregularities with regard to an examination that are so serious that an accurate assessment of the examinee's knowledge, understanding and skills cannot be made, the Board of Examiners may declare the examination invalid for either an individual examinee or a group of examinees. The stipulations in the Rules and Regulations of the Board of Examiners also apply.

Article 5.9 Course units completed elsewhere
1. A Master's degree can only be awarded if at least half of the course units of the degree programme were followed at the Faculty during the student's period of registration as a student at the University of Groningen.
2a. For Double Degree Master's degree programmes offered together with an institution abroad, at least one quarter of the programme must have been followed at the degree programme during the student's period of registration as a student of the University of Groningen.
2b. The stipulations in article 4.12.1 with regard to the thesis must be observed.

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Article 5.10 Termination of enrolment (Iudicium Abeundi)
1. In extraordinary cases of reprehensible behaviour of, and/or statements made by a student, the Board of the University may, on the recommendation of the Board of Examiners or the Faculty Board, terminate that student's registration.
2. The Board of the University will not make a decision as referred to in Article 5.10.1 until after the student in question has been given the opportunity to respond to the proposed decision, the interests of the student and the institution have been carefully assessed and it is reasonable to assume that the student's behaviour or statements prove him/her unsuitable for one or more of the professions which he/she is being trained in his/her degree programme, or for the practical preparation for the profession. In such cases the Faculty Board, the Board of Examiners and the Board of the University will follow the Protocol Iudicium Abeundi [Protocol for termination of registration] as approved by the Nederlandse Federatie van Universitaire Medische Centra [Netherlands Federation of University Medical Centres] on 1 November 2010.
3. The stipulations in the University of Groningen Regulations for Registration and Tuition Fees 2019-2020 apply.

Section 6   Study progress supervision

Article 6.1 Study progress administration
1. The Faculty Board is responsible for registering the individual results of students.
2. The Faculty Board will provide each student with an overview of his results via the registration system.

Article 6.2 Study progress supervision
The Faculty Board will organize the introduction and the study progress supervision of students enrolled in the degree programme, partly to facilitate their progress and also with a view to identifying potential study options within and outside the degree programme.

Section 7   Transitional and final provisions

Article 7.1 Transition from 'old style' to 'new style'
Students who, immediately before the introduction date of these regulations, were registered without interruption for the Master's degree programme in Theology, Religious Studies or Spiritual Care (programme before 2012) or had been provisionally admitted to one of these degree programmes, may participate in the Master's degree programme in Theology and Religious Studies (programme as of 2012) in accordance with these Teaching and Examination Regulations with the approval of the Board of Examiners and on the following conditions:
a. prior results must dovetail with one of the Master's degree programmes. The Board of Examiners will base its decisions in this regard on the course units listed in Appendix 1 of these Regulations.
b. participation is possible insofar as the introduction of the degree programme and the examinations according to these regulations allow this.
c. participation is possible to the extent that a student is definitively admissible to the Master's degree programme in accordance with Article 2.1.1. and 2.1.2.

Article 7.2 Amendments
1. Any amendments to these Regulations will, following a recommendation by and/or upon the approval of the Programme Committee and the Faculty Council, be confirmed by the Faculty Board in a separate decree.

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2. Any amendments to these Regulations will not apply to the current academic year, unless it may reasonably be assumed that the amendment will not harm the interests of students.
3. In addition, amendments may not influence the following to the detriment of students:
   - any other decision taken within the meaning of these Regulations concerning a student.

Article 7.3 Publication
1. The Faculty Board will duly publish these Regulations, as well as any amendments to them.
2. Copies of the Teaching and Examination Regulations are available from the Faculty Office. These documents can also be found on the Faculty website via the Student Portal or https://www.rug.nl/ggw/education/studyguide/.

Article 7.3 Evaluation
1. The Faculty Board will ensure that the OER is regularly evaluated, assessing at least – for the purpose of monitoring and if necessary adapting the student workload – the amount of time students need to complete their duties as set out therein.
2. The Faculty Board evaluates the teaching in the master's degree programme as follows:
   - course unit evaluations
   - programme evaluations

Article 7.4 Date of Commencement
These Regulations will take effect on 1 September 2019.

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Appendices to the Teaching and Examination Regulations for the Master's degree programme in Theology and Religious Studies, 2019-2020

Appendix 1 Overview of course units MA THRS

Appendix I to Article 3.6
Content of degree programme
A1) Religion, Health and Wellbeing-Spiritual Care
1. Perspectives on Religion, Health and Wellbeing (5 ECTS)
2. Spiritual Care (5 ECTS)
3. Ethics in Care (5 ECTS)
4. Conducting Research on Religion, Health and Wellbeing (5 ECTS)
5. Psychopathology and Religion (NL taught) (5 ECTS)
6. Internship (15 ECTS)
A2) Religion, Health and Wellbeing-Ethics and Diversity
1. Investigating Religion, Health and Wellbeing (5 ECTS)
2. Ethics in Care (5 ECTS)
3. Religion, gender and sexuality (5 ECTS)
4. Conducting Research on Religion, Health and Wellbeing (5 ECTS)
5. Health, Illness, Possession or Psychopathology and Religion (NL taught) (5 ECTS)
6. (Beyond) Bioethics (5 ECTS)
B) Religion and Pluralism: Ancient and Modern
1. Jews, Christians and Others: Pluralism and Politics in the Graeco-Roman World (10 ECTS)
2. Texts of Terror(5 ECTS)
3. Historical Methods in Early Christianity (5 ECTS)
4. Muslims and non-Muslims: The Emergence of the Islamic State in Late Antiquity (5 ECTS)
5. Reception and Re-Use of Authoritative Texts (5 ECTS)
Electives If students want to focus more on issues in the field of religion, pluralism and conflict in the modern world, they may choose course units as electives (max. 15 ECTS) from the MA track Religion, Conflict and Globalization
C) Religion, Conflict and Globalization
1. Religion, Conflict and Globalization: A Critical Introduction (10 ECTS)
2. *Choice (1 of 2)* (5 ECTS) Religion, Violence and Conflict Transformation Gender, religion and sexuality
3. Social Scientific Research Methodes (5 ECTS)
4. *Choice (2 of 5)* (10 ECTS) Forced Migration (5 ECTS) Global Dynamics and Local Cosmologies: Studying Religious Change (5 ECTS) Gender, Religion and Sexual Nationalism (5 ECTS) Religion and the Politics of Human Rights (5 ECTS) National Socialism and Religion: Conflict and Heritage (5 ECTS)
Electives If students want to focus more on issues in the field of ancient religion, pluralism and conflict in the ancient world, they may choose course units as electives (max. 15 ECTS) from the MA track Religion and Pluralism.
D) Religion and Cultural Heritage
1. Heritage, Identity, Religion: Theoretical Approaches (5 ECTS)
2. *Choice (1 of 3)* (5 ECTS) Material Religion: Things, Places, Performances, and Beliefs (5 ECTS)

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Theological Heritages in a (Post) Modern Context: Confessional and Liberal Concepts of Truth (5 ECTS)   Heritage of Nature: History of Science, Spirituality and the Idea of Nature (5 ECTS)
3. Research methods in Heritage and Historical Studies (5 ECTS)
4. Regional Heritage: Old Churches–New Meanings (5 ECTS)
5. *Choice (2 of 5)* (10 ECTS)   Museums and Religion (5 ECTS)   Heritage of death: the heritage of funerary practices and memorialization (5 ECTS)   Popular Culture, Politics, and Heritage (5 ECTS)   National Socialism and Religion: Conflict and Heritage (5 ECTS)   Reception and Re-Use of Authoritative Texts (RPAM) (5 ECTS)
Regarding specializations A1 (RHW-Ethics and Diversity),B,C,D
Placement (10 ECTS)
Regarding specializations A1, A2,B,C,D
Master Thesis (20 ECTS)

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Appendix 2: Pre-Master's programmes for the Master's degree programmes Theology and Religious Studies

A. Pre-Master's programme for Master's programme Religion, Health and Wellbeing -Spiritual Care (60 ECTS)

In addition to the provisions of Article 2.1, the following entry requirements apply to specialization A1 (Religion, Health and Wellbeing-Spiritual Care): prior education must have included the following course units with at least the stated student workload

Semester 1 (22.5 ECTS)	Semester 2 (7.5 ECTS)
Geestelijke Verzorging in beeld. Inleiding en praktische vaardigheden (7.5 ECTS)	Filosofie als levenskunst en therapie (7.5 ECTS)
Professionele Ethiek (7.5 ECTS)	
Trauma, rouw, zingeving en welzijn (7.5 ECTS)	

Premaster programme (60 ECTS) from 2019-2020

Semester 1 (30 ECTS)	Semester 2 (30 ECTS)
Christianity and religious diversity (7.5 ECTS)	Psychologie en sociologie van religie (7.5 ECTS)
Geestelijke Verzorging in beeld. Inleiding en praktische vaardigheden (7.5 ECTS)	Filosofie als levenskunst (7.5 ECTS)
Professionele Ethiek (7.5 ECTS)	Islam: History, Sources and Practices (7.5 ECTS)
Trauma, rouw, zingeving en welzijn (7.5 ECTS)	Religion and Philosophy (7.5 ECTS)

In addition, an assessment procedure applies to specialization A1 (Religion, Health and Wellbeing-Geestelijke Verzorging), which must be completed before the start of the Master's degree programme. The assessment procedure will comprise tests paid for by the student, a role play (dialogue skills and group dynamics) and an interview with a psychologist. A positive assessment after the procedure is a condition for admission to the Master's degree in Religion, Health and Wellbeing-Spiritual Care. Further, a letter of motivation including a reflection on the portfolio forms part of the admission procedure to this master programme.

B. Pre-Master's programme (60 ECTS) for Mastertracks Religion and Pluralism, Religion, Conflict and Globalization, Religion and Cultural Heritage and Religion, Health and Wellbeing-Ethics and Diversity

	Semester 1 (30 ECTS)		Semester 2 (30 ECTS)
1A	Concept and Methods 1 (7.5 ECTS)	2A	Christianity (7.5 ECTS)
1A	*Choice (1 out of 2)* Rituals: theory and practice (7.5 ECTS) Judaism (7.5 ECTS) (Educ. Ma)	2A	*Choice (1 out of 2)* Religion and Politics (7.5 ECTS) Religion, Media and Popular Culture (7.5 ECTS) (RCH) Psychology and Sociology of Religion (7.5 ECTS) (RWH)
1B	Anthropology of Religion (7.5 ECTS)	2B	Islam (7.5 ECTS)
1B	*Choice (1 out of 2)* Hinduism and Buddhism (7.5 ECTS)	2B	Ethics and Secularity (7.5 ECTS)

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Hebrew Bible and Ancient Judaism (7.5 ECTS) (RP)			

1. Students wanting to be admitted to the track A (Religion, Health and Wellbeing-Ethics and Diversity), B, C or D must submit a file to the Admissions Board of the Master's degree as well as a letter of motivation for the specialization in question, a CV, the list of marks for the degree programme on which admission will be based, and an academic paper.
2. In addition to the provisions of Article 2.1 and written above, admission to the track A (Religion, Health and Wellbeing-Ethics and Diversity), B, C and D may include studying a reading list for the specialization in question of 800 to 1000 pages.
3. Transferring from one of the specializations to another is only possible with the permission of the Board of Examiners.
4. Course units already passed in one of the tracks A, B, C or D will not result in compensation in a different specialization of the Master's degree in Theology and Religious Studies at the University of Groningen, unless the Board of Examiners gives permission.

C. **Premasterprogramma (30 ECTS) voor de master LVHO Mens en maatschappijwetenschappen: Godsdienst en levensbeschouwing (NL-taught)**

Semester 1 (15 ECTS)		**Semester 2 (15 ECTS)**	
1A	Judaism (7.5 ECTS)	2A	Christianity (7.5 ECTS)
1B	Hinduism and Buddhism (7.5 ECTS) or Psychology and Sociology of Religion (7.5 ECTS) (blok 2A)	2B	Islam (7.5 ECTS)

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Appendix 3 Overview learning outcomes individual course units in the different master tracks 2019-2020 because of article 3.1.3

1.   (Beyond) Bioethics: Perspectives from Religion and   THM-BBT5 Philosophy
       ((Beyond) Bioethics: Perspectives from Religion and Philosophy)

Lecturer: prof. dr. C. Jedan
Programmes: Exchange programme: mastermodules year 1,Ma Programme Religion, Health and Wellbeing - Ethics and diversity year 1,Ma Programme Theology and Religious Studies (Research) year 1,Ma Programme Theology and Religious Studies (Research) year 2
Objective: · Students increase their understanding of the commonalities of, and differences between, religious and secular bioethics
                     · Students gain an understanding how religious bioethics attempts include therapeutic and pastoral concerns
                     · Students gain a deeper understanding of the limitations of traditional, philosophical bioethical aproaches
                     · Students gain a deeper understanding how religious bioethics can function in the framework of the medical humanities
Content: Philosophical bio/medical ethics is mainly driven by utilitarian and (to a lesser degree) deontological appraoches, focusing on hard choices in concrete circumstances and/or the most effective policies for a public health agenda. There is, however, an increasing chorus of voices in the medical humanities that critique the limitations of those staid ethical approaches compared to the real breadth of problems surrounding health and wellbeing.
                     The present course takes this medical humanities agenda forward. Shouldn't we go beyond traditional bio/medical ethics? And what can we learn in this regard from religious, often virtue-focused forms of bio/medical ethics?
                     The religious ethical approaches often have a decided focus on broader notions of wellbeing and on broader "pastoral" or "therapeutic" concern for those trying to cope with extremely difficult decisions. How would run-off-the-mill philosophical bio/medical ethics have to change to accommodate those insights?
Credits (EC):   5
Period: 1.2
Format: lectures and seminars
Assessment: paper/presentation
Literature:
·   Nicanor Pier Giorgio Austriaco, *Biomedicine & Beatitude: An Introduction to Catholic Bioethics* (ebook available via UL)
·   John F. Kilner et al., *Dignity and Dying: A Christian Appraisal*
·   Therese Jones et al., *Health Humanities Reader*
·   Thomas R. Cole et al., *Medical Humanities: An Introduction*
·   Tom L. Beauchamp and James F. Childress, *Principles of Biomedical Ethics*, 7th edition

2.   Conducting Research on Religion, Health and   THM-RMRHW Wellbeing
       (Conducting Research on Religion, Health and Wellbeing)

Contact: dr. A. Visser-Nieraeth
Lecturers: dr. B.M.H.P. Mathijssen, dr. A. Visser-Nieraeth (Contact), prof. dr. T.H. Weir

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Programmes:	Exchange programme: mastermodules year 1,Ma Programme in Spiritual Care year 1,Ma Programme Religion, Health and Wellbeing - Ethics and diversity year 1,Ma Programme Theology and Religious Studies (Research) year 1,parttime Ma in Spiritual Care year 2
Objective:	After completing this module, the students are able to: · Prepare a problem analysis and conceptual framework · Formulate a research question · Operationalize the research question in sub-questions · Operationalize the research question in a research approach · Critically reflect upon ethical implications of their research
Content:	This course will prepare students for their master thesis research and report. This course is taught in conjunction with the course 'Research Methods and skills in Heritage'. In the first half of the module you are introduced to the notion of the research cycle, and will focus on the sub-cycle of the research design. In a stepwise fashion you will design your research, in consultation with the teachers and your fellow students. In the second half of the module, you will familiarize yourself with various social scientific and/or humanities research approaches that can be fitting for your research question. We will pay special attention to the ethical implications of your research. You have to pass this course in order to qualify for the final phase of research and writing of your thesis.
Credits (EC):	5
Period:	1.2
Format:	lectures and seminars,assignment(s)
Assessment:	opdrachten draft research proposal (30%), final research proposal (70%)
Remarks:	Research master students have a different course code:THRM-RMRHW.

Literature:
· To be announced

3.   Ethics in Care   THMEE5
(Ethiek in de zorg)

Lecturer:	wordt nader bekendgemaakt
Programmes:	Ma Programme in Spiritual Care year 1,Ma Programme Religion, Health and Wellbeing - Ethics and diversity year 1,Ma Programme Theology and Religious Studies (Research) year 1,Ma Programme Theology and Religious Studies (Research) year 2,parttime Ma in Spiritual Care year 2
Objective:	This course unit enables students to acquire: 1. elementary knowledge and understanding of the ethics of care relationships. Students will be able to analyse the ethical dimension of care using basic concepts from health ethics and care ethics. 2. elementary skills to function as ethical experts in their profession of spiritual carer. 3. an ethical attitude that helps them recognise, master and apply the moral aspects of their own role and identity of spiritual carer to their professional practice.
Content:	Spiritual carer often acts as ethics experts in care institutions (individual advice, ethics committee, moral deliberations). Ethics is not only related to ethical dilemmas at work, but also to the way care is organized by an organization through its policies, as well as the way the relationship between care provider and care receiver is structured. The work of a spiritual carer also has many moral aspects (including confidentiality, power) that need to be recognized,

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reflected upon and integrated into a professional-ethical attitude.

Credits (EC):	5
Period:	1.1
Format:	seminar
Assessment:	written examination,paper/presentation
Remarks:	· Compulsory literature will be announced before the start of the course unit.
	· Student workload: 5 ECTS = 140 hours. Lectures: 24 hours, preparation lectures: 48 hours, written examination (preparation and exam): 28 hours, paper and paperpresentation: 40 hours
	· Composition of mark: written examination 50% and paperpresentation 50%

Literature:
· *In andermans handen. Over flow en grenzen in de zorg*, Meinema, Zoetermeer, 2011, 128 pp.(ISBN:9789021143194) , € 25.00
· H.A.M.J. ten Have, R.H.J. ter Meulen, E. van Leeuwen, *Medische ethiek*, derde herziene druk, Bohn Stafleu von Loghum, Houten, 2013(ISBN:9789031399192) , € 99.00

4.   Forced Migration   THM-FM5
(Forced Migration)

Contact:	dr. E.K. Wilson
Lecturer:	dr. E.K. Wilson (Contact)
Programmes:	Exchange programme: mastermodules year 1,Ma Programme Religion and Pluralism, Ancient and Modern(Modern) year 1,Ma Programme Religion, Conflict and Globalisation year 1,Ma Programme Theology and Religious Studies (Research) year 1,Ma Programme Theology and Religious Studies (Research) year 2
Objective:	At the conclusion of this course, students will be able to:
	· Identify specific issues related to 'religion' that impact the lives of people on the move, including causes of flight and sources of support.
	· Analyse and critique the ways in which religion is addressed in laws and policies related to people on the move, including international and national laws, intergovernmental organisations, NGOs and grassroots movements.
	· Understand the impact of secular worldviews on how issues around religion are approached specifically within the context of forced migration.
	· Develop alternative responses to forced migration that go beyond categories and frameworks of 'secular' and 'religious'.
Content:	What are the needs of people on the move when it comes to religion and spirituality? How does religious identity influence the experiences of people on the move? What assumptions about religion and secularism influence global political actors and institutions in how they formulate responses to forced migration? How should we even distinguish between 'forced' and 'voluntary' migration, when these categories are often blurred on the ground? Students will explore these and other questions in this elective. Through analysis of mass displacement historically and in contemporary settings, students will develop an understanding of current international approaches to forced migration in law, policy and practice, both in general and specifically in relation to issues around religion. Students will also be encouraged to develop their own proposals

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and responses to issues related to religion, secularism, forced migration and the rights and dignity of people on the move.

Credits (EC):	5
Period:	1.2
Format:	lectures and seminars
Assessment:	assignment(s),presentation(s),written assignment Assignment includes policy briefing paper, research essay and oral presentation. Group project 40%; individual essay 60%. Reading to be distributed during the course
Remarks:	Research master students have a different course code:THRM-FM5. For these students there will be formulated an extra assignment.

5. Gender, Religion and Sexual Nationalism   THM-GRSN5
(Gender, Religion and Sexual Nationalism)

Lecturer:	dr. B.E. Bartelink
Programmes:	Exchange programme: mastermodules year 1,Ma Programme Religion and Pluralism, Ancient and Modern(Modern) year 1,Ma Programme Religion, Conflict and Globalisation year 1,Ma Programme Theology and Religious Studies (Research) year 1,Ma Programme Theology and Religious Studies (Research) year 2
Objective:	Students will be able to: Recognize how identity-politics regarding sexuality and gender are globalizing and how they relate to local understandings of sexuality and gender Discuss the sociological, anthropological and gender studies theories on the ways religion, gender and sexuality become implicated in forms of nationalism Outline how sexual nationalism are influenced by (religious) transnationalism and globalization Research specific case studies of sexual nationalism and outline the implications for politics and policy-making Indicate how sexual nationalism implied in or framing discourses and practices of societal actors such as politicians, policymakers, media, religious actors as well as scientists
Content:	Gender and sexuality are highly politicized in today's globalized world. Across the world, we see nation states linking their national identity to a particular position in religion to homosexuality, often strongly opposing LGBTQI rights as in the case of Uganda, Russia and many other countries or, as in the case of the Netherlands, linking their national identity to a championing of gay rights to the extent that it is used to support xenophobic positions. Religious actors and transnational religious networks (e.g. evangelical, Catholic) are very influential in these processes. How can we understand processes such as these? How are these processes related to local understandings of gender and sexuality? These are the kinds of question central to this course.
Credits (EC):	5
Period:	1.2
Format:	groupdiscussion
Assessment:	opdrachten
Remarks:	Research master students, have a different course code: THRM-GRSN5. For these students there will be formulated an extra assignment.

6. Global Dynamics and Local Cosmologies: Studying   THM-GDLC5
Religious Change
(Global Dynamics and Local Cosmologies: Studying Religious Change)

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Contact:	dr. P. Berger
Lecturer:	dr. P. Berger (Contact)
Programmes:	Exchange programme: mastermodules year 1,Ma Programme Religion and Pluralism, Ancient and Modern(Modern) year 1,Ma Programme Religion, Conflict and Globalisation year 1,Ma Programme Theology and Religious Studies (Research) year 1,Ma Programme Theology and Religious Studies (Research) year 2
Objective:	Students will be able to:

- Summarize and discuss theoretical approaches dealing with the study of culture and cultural change
- Explain related analytical concepts like culture, value, hierarchy, structure, event, among others
- Relate and discuss the theoretical approaches with reference to specific cases concerned with the dynamics between global and local processes

Content:	The course intends to give insight into the processes that are involved in the interaction between local cultural and religious systems and global economic, political and ideological forces like capitalism and colonialism. In contrast to the widespread assumption that indigenous local cultures just give way to overpowering global forces there are many examples of local cultures dealing very creatively with aspects of globalization on their own terms. We will deal initially with the concepts of society and culture in order to have a firm basis to discuss the dynamics between local and global patterns and cultural change. We will then discuss in some detail the theoretical approaches of Louis Dumont and Marshall Sahlins (perhaps others) in relation to specific cases. At the end of the course students will write a reflection essay in which they are asked to bring into dialogue a concrete ethnographic case with selected theories (or aspects thereof) discussed in the course.
Credits (EC):	5
Period:	1.2
Format:	lectures and seminars
Assessment:	
	written assignments per session (30%), presentation(s) (30%), reflection essay (40%)
Remarks:	

- Workload: sessions 21h, readings 80h (ca. 480 pages), written assignments 12h, presentation(s) 6h, reflection essay 21h.
- Research master students, have a different course code:THRM-GDLC5. For these students there will be formulated an extra assignment.

Literature:
·   will be announced later

7.   Healing, Possession and Illness   THM-HPI
(Healing, Possession and Illness)

Lecturer:	dr. B.M.H.P. Mathijssen
Programmes:	Exchange programme: mastermodules year 1,Ma Programme Religion, Health and Wellbeing - Ethics and diversity year 1,Ma Programme Theology and Religious Studies (Research) year 2,Ma Programme Theology and Religious Studies (Research) year 1
Objective:	After successfully completing this course, the students are able to:

- Describe and understand the phenomena of possession, healing and illness in religious and secular contexts
- Analyze these phenomena by using interdisciplinary

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perspectives (anthropology, sociology, psychology, psychiatry) on culture and embodiment
· Critically discuss these phenomena within their cultural and societal context
· Analyze controversies around the themes of healing and illness within religious and secular contexts
· Critically reflect on the ethical dilemmas that may occur in a situation of medical pluralism

Content:	This course focuses on the phenomena of possession, healing and illness as the sites where culture and embodiment become entangled. Most societies are characterized by medical pluralism: people have different ideas of what constitutes illness, and what may cause or heal it. Moreover, illness manifests itself differently cross-culturally. How can we understand this variety? On the basis of theoretical insights from medical anthropology, the sociology of health and illness, and cultural psychology and psychiatry, we critically discuss medical and religious discourses and practices. Moreover, we analyze the functional differentiation between the medical (the secular) and the religious to unpick controversies around healing and illness. During the course, students will select one monograph that provides an in depth study related to the themes of possession, healing and illness, present on this to the other students and write a critical review of the monograph.
Credits (EC):	5
Period:	1.2
Format:	lectures and seminars
Assessment:	opdrachten,final paper,presentation(s)
Remarks:	Research master students, have a different course code:THRM-HPI. For these students there will be formulated an extra assignment. For exact assessment components please consult the study guide.

8. Heritage, Identity, Religion: Theoretical Approaches   THM-HIR5
(Heritage, Identity, Religion: Theoretical Approaches)

Contact:	dr. A.J.M. Irving
Lecturers:	dr. A.J.M. Irving (Contact), dr. M. van Dijk, prof. dr. T.H. Weir
Programmes:	Exchange programme: mastermodules year 1,Ma Programme Religion and Cultural Heritage year 1,Ma Programme Theology and Religious Studies (Research) year 2,Ma Programme Theology and Religious Studies (Research) year 1
Objective:	Upon successful completion of this course, you will: 1. be able to name and describe key concepts, developments, and approaches, to critical heritage studies 2. recognize and evaluate religious, secular, and post-secular aspects of contemporary debates concerning material and immaterial heritage 3. demonstrate the ability to apply, critique, and interpret concepts and theoretical approaches to heritage to your own research 4. evaluate contemporary heritage discourses in light of the history of religious and cultural identities, secularization, and post-secularism 5. be competent to lead and facilitate critical peer discussion scholarly literature 6. demonstrate the ability to participate critically in peer discussion
Content:	"Because it is Notre Dame" So runs the slogan of a massive national and international fundraising campaign for the rebuilding of Notre Dame

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Cathedral after a massive fire in April 2019. Behind the slogan are presented thousands of selfies and photos of tourists, citizens, and pilgrms infront of the Gothic heritage monument, which, before its destruction, was the most visited site in France, and among the most visited sites in Western Europe. What is at work in claiming a religious monument, a practice, skill, concept or person as "heritage"? Who benefits, and who doesn't? How is "heritage" being used in debates and conflicts concerning national, ethnic, and religious identies? What is the relationship between heritage and changes in social, cultural, and religious identities?

This seminar-course will explore the origins and development of "heritage" as a way of speaking about the uses people are making of the past in the present. We focus in particular on material and immaterial religious heritage.

Together we will read, debate, and critique pivotal theorists and scholars who have shaped the field of heritage studies, and we will learn to apply them our own research.

Credits (EC):	5
Period:	1.1
Format:	seminar
Assessment:	paper/presentation
Remarks:	Compulsory for students of MA in Religion and Cultural Heritage

Literature:
· Readings will be made available either electronically or through UB seminar shelves

9. Heritage of Death: the heritage of funerary practices   THM-HOD and memorialization
(Heritage of Death: the heritage of funerary practices and memorialization)

Lecturer:	prof. dr. C. Jedan
Programmes:	Exchange programme: mastermodules year 1,Ma Programme Religion and Cultural Heritage year 1,Ma Programme Theology and Religious Studies (Research) year 1,Ma Programme Theology and Religious Studies (Research) year 2
Objective:	· Students are acquainted with key phases in the history of death in Western societies
	· Students are familiar with pivotal concepts and theories used to analyse the history of death
	· Students have improved their skills in disseminating research findings to a larger audience by means of a self-produced film
Content:	In the rest of your MA program you will write a lot of extended research papers. This course aims at being different. It puts your skills centre stage, especially your skills in communicating your knowledge to a larger audience, in an acccessible way. "What is this course about?" "It's about death." "How could that be interesting?" "Let me explain." Death is all around us, and many, perhaps most, of the items and phenomena we study as 'heritage' are death-related: from paintings and statues, cemeteries, grave goods and monuments to liturgy and ritual as well as literary and digital cultural products. Taking Heritage seriously means having to know about, and being able to communicate well about death-related objects, monuments, landscapes, rituals and the like. In this course, we pursue the topic of death-related heritage via a three-pronged strategy. First, we kick off the course with a short workshop about how to produce short videoclips with widely available tools. Second, you deepen your knowledge

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about the cultural history of death, so that you learn to better understand the cultural significance and meaning of death-related heritage. ("Ah, so there is knowledge involved after all." "Of course it is. But hang on.") You do this via a nifty new tool, a "flipped classroom" in which you do a lot of your learning process online and meet mainly for reviews and progress reports. The flipped classroom ends in an assignment about Groningen cemetery Selwerderhof. With this assignment, you are ideally prepared for the third and final step: You are going to produce your own short film about a theme visible in Selwerderhof.

Credits (EC):	5
Period:	1.2
Format:	varied Flipped classroom; seminars; student-run project
Assessment:	opdrachten Written assignments (flipped classroom); student-run project (film)
Remarks:	You need not buy literature for this course unless explicitly requested! Research master students, have a different course code:THRM-HOD. For these students there will be formulated an extra assignment.

Literature:
· Douglas D. Davies, *Brief history of death* (available via UL)(ISBN:978-1405101837) , ca. € 22.00
· Christoph Jedan, Avril Maddrell and Eric Venbrux (eds), *Consolationscapes in the face of loss: Grief and Consolation in space and time* (no need to buy, available via UL)(ISBN: 978-0815358794) , ca. € 100.00
· Constantine Sandis (ed.), *Cultural Heritage Ethics: Between Theory and Practice*(ISBN:978-1783740673) , ca. € 33.00
· Rodney Harrison, *Heritage: Critical Approaches*(ISBN:978-0415591973) , ca. € 37.00
· Bernice L. Murphy (ed.), *Museums, Ethics and Cultural Heritage*(ISBN:978-1138676329) , ca. € 37.00
· Laurajane Smith, *Uses of Heritage*(ISBN:978-0415318310) , ca. € 37.00
· Philippe Ariès, *Western attitudes toward death* (available via UL)(ISBN:978-0801817625) , ca. € 20.00

10. **Heritage of Nature: History of Science, Spirituality**   **THM-HN5**
    and the Idea of Nature
    (Heritage of Nature: History of Science, Spirituality and the Idea of Nature)

Lecturer:	prof. dr. C.K.M. von Stuckrad
Programmes:	Exchange programme: mastermodules year 1,Ma Programme Religion and Cultural Heritage year 1,Ma Programme Theology and Religious Studies (Research) year 2,Ma Programme Theology and Religious Studies (Research) year 1
Objective:	After successfully completing this course, students will understand the philosophical, cultural, and scientific dimensions of the concept of nature in historical perspective; can compare various ways of how concepts of nature play out in heritage discourse; and can formulate an argument that relates to a specific topic within this field of study.
Content:	How do ideas of nature reflect cultural decisions about the more-than-human world? Through the centuries, concepts of nature have strongly influenced religious, philosophical, and scientific positions. Environmental issues play a crucial role in today's global developments. In this course, we will reconstruct some of the major lines of thought and discuss the various possibilities of addressing nature in philosophy, science, literature, the arts, as well as in mystical tradition.

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Credits (EC):	5
Period:	1.1
Format:	essay
Assessment:	Presentations and assignments (40%),final paper (60%)

11. Historical Methods for the Study of Early Christianity   THMHRME5
(Historical Methods for the Study of Early Christianity)

Lecturer:	dr. S.K. Luther
Programmes:	Exchange programme: mastermodules year 1,Ma Programme Religion and Pluralism, Ancient and Modern(Ancient) year 1,Ma Programme Religion and Pluralism, Ancient and Modern(Modern) year 1,Ma Programme Theology and Religious Studies (Research) year 1
Objective:	This seven-week module seeks to provide an overview over the methodological landscape for the study in the ancient history of religions. It introduces the student on the one hand to the problems and possibilities of historical method in the broad sense, on the other hand to basic issues in dealing with evidence and helpful resources (e.g., online databases) for this task. The student who successfully completes this course will be better able to:

    · distinguish popular from academic senses of 'history' and chart the origins of both the ancient pursuit and the modern discipline

    · explain basic problems associated with historical knowing or knowledge

    · describe the main lines of debate over solutions to these problems, with their strengths and limitations

    · formulate a historical problem and clarify both its methodological foundation and the possible means of solution

    · identify typical issues confronting the interpreter of each main kind of survival from the ancient past, for example: manuscripts, inscriptions, coins, and papyrus fragments

    · locate and use current resources, including databases, for interpreting ancient evidence

Content:	'Method' has two standard meanings: the philosophy and rationale of a discipline (as in the scientific method, historical method) and the specific procedures, techniques, and skills used to study certain materials like texts, but also archaeological sites, pottery, coins, or inscriptions. This module provides a foundation for graduate study by surveying the methodological landscape for the study of early Christianity, its changing questions and perspectives and evolving techniques. Two central problems—'What is History?' and 'What does it mean to interpret evidence (e.g., texts)?'— provide unifying threads as we follow the development of idealist, positivist, historicist, social-scientific, social-historical, structuralist, post-modern, deconstructive, rhetorical, and other approaches to the past and its representation. The main goal of the seminar is to foster critical self-awareness about the methods we use in our research and to furnish advanced students with a basic map of the key thinkers, disciplinary labels, and technical terms they are likely to encounter. In this module students are prepared for their individual projects in the second semester, i.e. the thesis and the internship.
Credits (EC):	5
Period:	1.2
Format:	seminar

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(weekly seminar of two hours for seven weeks, including a
contextual presentation and discussion of readings.)
50% of the grade is for prepared attendance and participation in
the seminar, evidenced by the submission of five weekly reading
reports. The other 50% of the grade is assessed on the basis of a
concise research paper demonstrating the student's ability to
apply the concepts and methods explored in the course (max.
2500 words).

Remarks: Research master students, have a different course
code:THRMHRME5. For these students there will be
formulated an extra assignment.

Literature:
- Marnie Hughes-Warrington, *Fifty Key Thinkers on History*, London: Routledge,
  3rd ed., 2015.(ISBN:978-0415703598) , ca. € 28.00
- Steve Mason, *Orientation to the History of Roman Judaea*, Eugene: Wipf & Stock,
  2016.(ISBN:978-1498294478) , ca. € 28.00

12. Internship Master THRS   THMSTAGE10
  (Stage Master THRS)

Contact: Coordinators Ma Programmes
Programmes: Ma Programme Religion and Cultural Heritage year 1,Ma
Programme Religion and Pluralism, Ancient and Modern year
1,Ma Programme Religion, Conflict and Globalisation year 1,Ma
Programme Religion, Health and Wellbeing - Ethics and
diversity year 1
Objective: The following are the minimum learning outcomes for
placements in the programmes offered by the Faculty of
Theology and Religious Studies:
- For a research traineeship, the ability to set up a research
  study under supervision in the field in which you have
  acquired expertise and to implement and report on it
- The ability to fathom the cultural and social dynamics of
  religion and religious phenomena (e.g. shedding light on
  the meaning and background of conflicts and differences of
  opinion in which religion plays a role) or to analyse social
  issues relating to religion and culture
- The ability to analyse and evaluate social issues in the
  tensions between religion and culture in practice, based in
  part on the knowledge and skills acquired during your
  studies, and to formulate academically sound policy advice
  (e.g. in the area of religious minorities, international
  relations, conflict and peace mediation, medical ethics, the
  history of religious traditions and how they are appealed to
  in the contemporary debate)
- The ability to think professionally and to gain experience in
  the interplay between academic research and providing a
  professional service

The ability to report in writing on your findings and to reflect on
them.

Content: The placement is a period of practical work offering students
the opportunity to gain some work experience inside or outside
the university and to prepare for the job market. There are two
forms of placements, namely research traineeships and
workThe placement is a period of practical work offering
students the opportunity to gain some work experience inside or
outside the university and to prepare for the job market. There
are two forms of placements, namely research traineeships and
work placements. A research traineeship involves relative
independent research and can be conducted inside and outside
the faculty under supervision of a lecture. In the case of work
placements students must find in cooperation with the

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placement coordinator their own placement place at an organization or company, either in the Netherlands or abroad. The placement must have a relationship with their studies and be of academic level. Students write a placement plan and placement contract, and evaluate their experiences and the insights obtained in the placement report.

Credits (EC):	10
Period:	2
Format:	practical training
Assessment:	placement report

13. Jews, Christians and Others: Pluralism and Politics THMJCOE10 in the Graeco-Roman World (Jews, Christians and Others: Pluralism and Politics in the Graeco-Roman World)

Lecturer: prof. dr. S.N. Mason

Programmes: Exchange programme: mastermodules year 1,Ma Programme Religion and Pluralism, Ancient and Modern year 1,Ma Programme Theology and Religious Studies (Research) year 1,Ma Programme Theology and Religious Studies (Research) year 2

Objective: The student who successfully completes this course will be better able:
• to read and understand primary sources from a very different world
• to lead a productive discussion of a well-chosen question
• to distil the central arguments from a scholarly study
• to explain the possible foundations and limitations of a pluralistic outlook in Graeco-Roman perspective
• to compare ancient factors (in ethnographic or polis-based thinking) affecting
pluralism or intolerance with those obtaining in modern nation-states and
religions

Content: This core seminar of the M.A. track 'Religion and Pluralism, Ancient and Modern' explores basic sources of identity and belonging from the classical period through the conquests of Alexander and the Romans to the rise of Christianity, focusing on the possibilities of tolerance and intolerance. In a world in which people defined themselves by their ethnos (notional kin-group with laws and customs), polis (centre where their laws held sway), and cultic devotion (sacrificial worship of ancestral or chosen gods), what criteria permitted or constrained what we call pluralism? What sorts of world view or discourse encouraged tolerance or even welcoming of difference, and under what conditions? How did tolerated variety manifest itself in areas connected with what we call 'religion': as polis calendars, deities, and holy days, translocal sacrificial cults, philosophical schools, and voluntary associations?
From the other side, what limits did the Hellenistic kingdoms, Roman Empire, Jews of Judaea and elsewhere, and ascendant Christianity impose on diversity, and why? Why did Antiochus IV move against Jerusalem,? What motivated the Hasmonean expansion, and what did it mean for Judaea's neighbours? How did Jews/Judaeans fare in their homeland under Roman rule and as minorities abroad in the empire, before and after Jerusalem's destruction (70 CE)? How unified was 'Christianity', and what were the sources of tolerance or intolerance among different groups? How did Christianity relate to polis life, on the one hand, and to expatriate Jewish communities on the other, in its first generations and as

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Christfollowing groups evolved in the third and fourth centuries?

Credits (EC):	10
Period:	1.1
Format:	seminar

Weekly seminar, including both a presentation (quasi-lecture) for context and discussion of readings.

50% of the grade comes from cumulative assessment of participation, 50% from the final research paper (3000 word max.). Participation is assessed on the basis of attendance and submission of five weekly reading reports (KAVV format) in preparation for discussions.

Remarks: Research master students, have a different course code:THRMJCOE10. These students submit an extra assignment.

14. MA mentorship   THMMENTOR
   (MA mentorship)

Programmes: Ma Programme Religion and Cultural Heritage year 1,Ma Programme Religion and Pluralism, Ancient and Modern year 1,Ma Programme Religion, Conflict and Globalisation year 1,Ma Programme Religion, Health and Wellbeing - Ethics and diversity year 1,Ma Programme Theology and Religious Studies (Research) year 1

Objective: NA

Content: MA mentors support the first year MA students in their studies by arranging mentor meetings. The meetings are not mandatory, but we do encourage all MA students to attend these meetings. During the mentor meetings you can ask all your questions regarding studying at our faculty and living in Groningen. Also, every mentor meeting has its own theme/topic. Check the planning below to see when which theme is discussed in the mentor meetings. Check the schedule of your master's degree track to see when exactly the mentor meetings are scheduled.
› September
This meeting in September will focus on the start of your study. Did you have a good start of their study? Do you have a clear overview of your course programme and the of the upcoming exams. If you have any other study related problem, feel free to ask your peers and the mentors.
› October
The meeting in October will focus on the placement. Have you already started searching for one? Where can you find suitable placements and what does the process of searching for a placement and finding a placement look like? If you have any other study related problem, feel free to ask your peers and the mentors.
› November
The meeting in November will focus on the thesis. If you have questions about how to start writing your thesis, finding the right assessor, setting up a thesis contract you can ask them during this meeting. If you have any other study related problem, feel free to ask your peers and the mentors.
› January
During the mentor meeting of January you will take a look ahead to the next semester. Have you found a placement and maybe already made a start with writing your thesis? Again, if you have any other study related problem, feel free to ask your peers and the mentors

Credits (EC):

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Period:
Format: groupdiscussion

15.   Masterthesis   THMTHRSS20
   (Masterthesis including thesis seminar)

Programmes: Ma Programme Religion and Cultural Heritage year 1,Ma
                   Programme Religion and Pluralism, Ancient and Modern year
                   1,Ma Programme Religion, Conflict and Globalisation year 1,Ma
                   Programme Religion, Health and Wellbeing - Ethics and
                   diversity year 1

Objective: After completing the master thesis including the master thesis
                   seminar, the student can:
   - Identify, develop and elaborate a topic that is embedded in
     the research discipline chosen by the student.
   - Formulate a problem (research question and objective) that
     is relevant to contemporary debates within the literature on
     the chosen topic and possibly also to wider debates in
     society and public life.
   - Put the research question and objective into practice by
     formulating appropriate sub-questions.
   - Justify convincingly the selection of specific theoretical
     frameworks and methods as most appropriate and effective
     for investigating the chosen problem.
   - Design a research program to extensively treat the problem
     under investigation.
   - Collect, analyze and interpret data necessary for conducting
     the research, in accordance with the principles of scientific
     integrity.
   - Clearly communicate the problem, theory, methods, data
     analysis and findings to a scientific audience through an
     intelligently written and edited thesis of 18,000 to 20,000
     words.
   - Give feedback on draft texts to fellow students and receive
     feedback on your own draft texts from fellow students

Content: Students write their master's thesis under the supervision of
                   their first supervisor. In addition, the students follow the master
                   thesis seminar. The master thesis seminar offers students the
                   opportunity to work intensively on specific aspects of the
                   design, research and writing process of their master's thesis.
                   The tutorials are set up as a workshop, with a short introductory
                   lecture and presentation from the teacher on the topic that will
                   be discussed that day, followed by group work and peer review,
                   combined with opportunities for individual consultation and
                   discussions with the teacher. The seminars are largely student-
                   driven and aim to deal with the topics that are most urgent for
                   students at the writing stage.

Credits (EC):   20
Period: 2
Format: group discussion, assignment (s)
Assessment: Your assessment for this course is your master's thesis.
                   However, in the master thesis seminar you will be asked to
                   undertake smaller assignments and peer review activities as
                   part of the process towards completion of you thesis. While
                   there will be some instruction, the master thesis seminar will
                   involve large portions of peer work and opportunities for
                   discussion and consultation with fellow students and the
                   lecturer.

16.   Material Religion: Things, Places, Performances   THMMRE5

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and Belief
(Materiële religie: dingen, plaatsen, praktijken en geloof)

Lecturer:	dr. A.J.M. Irving
Programmes:	Exchange programme: mastermodules year 1,Ma Programme Religion and Cultural Heritage year 1,Ma Programme Theology and Religious Studies (Research) year 1,Ma Programme Theology and Religious Studies (Research) year 2
Prerequisite(s):	Bachelor's Degree in Theology and Religious Studies, or Humanities (Arts), or Social Sciences.
Objective:	Students will:

a. be able to define key terms and concepts in the study of material culture

b. demonstrate the ability to discuss and give examples of the relationship between religious material culture and belief

c. be able to identify overlaps and tensions between religious and non-religious appropriates and uses of objects, sites, and practices of religious heritage

d. have experience of applying object theories to the analysis of specific religious objects, practices or sites

e. demonstrate initiative in original research

f. acquire experience in collaborating with heritage agencies

g. be able employ a digital humanities tool or research method in the analysis f material culture

Content: "Materiality mediates belief … material objects and practices both enable it and enact it." (Morgan 2010)

What can things and their uses teach us about religion? This course focuses resolutely on religious things - and not merely as "props for a [religious] way of life" as objects of interest in themselves (Hodder 2012). It challenges the largely Western assumption that belief (understood as an interior assent to certain fundamental propositions) is prior to the objects, spaces, and practices that are created, employed, and adapted by believers. It asks how believers and their things are "entangled" in dialectic relationships of dependency and explores the implications of such entanglement for understanding religion, and religious heritage status in the present.

We will learn together through 1) critical reading of a variety of theoretical accounts of the relationships between humans and things, 2) close study of a series of exemplary religious objects, spaces, and practices in class and in individual research projects; 3) field-trip; 4) the preparation of a joint virtual exhibit

Credits (EC):	5
Period:	1.1
Format:	field trips,lectures,workshops
Assessment:	presentation(s),project assignment
Remarks:	Research master students, have a different course code:THRMMRE5. For these students there will be formulated an extra assignment

Literature:
· Compulsory literature will be announced in the course manual.
· Recommended titles include: Key Terms in Material Religion, ed. S. Brent Plate (London: Bloomsbury, 2015)
· Required readings will be announced in the course manual and will be available on reserve in the University Library (or available electronically)

17.   Museums and Religion   THM-MR5
**   (Museums and Religion)**

Lecturer:	dr. A.J.M. Irving

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Programmes:	Exchange programme: mastermodules year 1,Ma Programme Religion and Cultural Heritage year 1,Ma Programme Theology and Religious Studies (Research) year 2,Ma Programme Theology and Religious Studies (Research) year 1
Objective:	Upon successful completion of this course, you will 1.be able to trace key developments in the history of the museum and its relationship to religious objects, spaces, practices, and institutions 2. be competent to contribute to critical debate concerning contemporary museum practice concerning religious artifacts and religious intangible heritage 3. be able to interpret and evaluate the presuppositions and implications of museal display practices and policies with respect to religious groups 4. demonstrate the ability to apply concepts and theories of museums creatively to a particular case study
Content:	Museums and religion have a complex relationship. On the one hand, some of the worlds most important museum collections are were created from the revolutionary destruction or colonial looting of sacred sites and religious communities. On the other hand, religious groups themselves have both in the past and the present been active in organizing and displaying their sacred, historical, and artistic treasures in order to express and assert aspects of their identity, and to attract visitors. Museums have been deliberately framed as "temples" of local, national, or world cultures; at the same time temples have been musealized. This course provides an introduction to the history of the ambiguous relationship between museums and religion. We will learn fundamental concepts and approaches in the field of museum studies, in particular as these apply to religious objects, spaces, and practices. In a common project we will apply these theories creatively to a concrete local case study, for which we shall make a display proposal.
Credits (EC):	5
Period:	1.2
Format:	groupdiscussion,guest lecture,lectures and seminars,readings,self-study,self-study,seminar
Assessment:	paper/presentation
Literature:	

· Readings will be either made available electronically or be available on the UB seminar shelf

18. Muslims and non-Muslims: The Emergence of the   **THMMNME5**
Islamic State in the Late Antiquity
(Muslims and non-Muslims: The Emergence of the Islamic State in the Late Antiquity)

Lecturer:	C.E. Wilde PhD.
Programmes:	Exchange programme: mastermodules year 1,Ma Programme Religion and Pluralism, Ancient and Modern(Ancient) year 1,Ma Programme Theology and Religious Studies (Research) year 1,Ma Programme Theology and Religious Studies (Research) year 2
Objective:	Understanding of the origins of Islam as religion, community and polity, particularly the interaction between "Islamic" institutions and pre-Islamic ones. Students will gain working knowledge of key concepts used in early texts describing the relationship between "Muslims" and others.
Content:	A common explanation for the rise of Islam is that it filled the vacuum left by the decaying Roman and Sasanian empires. But, in addition to allusions to the Byzantines (Rūm), the Qur'ān also knows of the Christological controversies of the 5th century

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that shaped the Christian groups that, in the 7th century, would come under Arab/Muslim rule. It also mentions various religious officials and structures (monks - rabbis - churches - synagogues - etc.), and comments on distinctions between settled and nomadic lifestyles.Assuming the first core seminar and building upon it, this course explores the rise of Islam in the context of late antiquity and examines the ways in which Islam adopted, challenged, and changed pre-existing political-religious structures and discourses. Topics to be covered include the formative moments in the shaping of the nascent 'Islamic' identity, the shift from emperor to caliph (including the significance of his various titles: imam, amir al-mu'minin, etc.), including administrative details (such as taxation), the protection (dhimma) afforded the Peoples of the Book, the nature of asabiyya (group-feeling) in cities, country and desert, the discourse surrounding 'Arabness' and tribal identity, the tension between mu'min and muslim.

Credits (EC):	5
Period:	1.2
Format:	seminar
Assessment:	paper/presentation and/or written examination
Remarks:	Research master students, have a different course code:THRMMNME5. For these students there will be formulated an extra assignment.

19.   National Socialism and Religion: Conflict and Heritage   THM-NSR5
(National Socialism and Religion: Conflict and Heritage)

Contact:	prof. dr. T.H. Weir
Lecturer:	prof. dr. T.H. Weir (Contact)
Programmes:	Exchange programme: mastermodules year 1,Ma Programme Religion and Cultural Heritage year 1,Ma Programme Religion, Conflict and Globalisation year 1,Ma Programme Theology and Religious Studies (Research) year 2,Ma Programme Theology and Religious Studies (Research) year 1
Prerequisite(s):	Completed BA in the Humanities or Social Sciences
Objective:	After taking this course the students: - Can engage with important issues of intangible heritage and memory politics. - Have a better understanding modern German religious, political and social history. - Know and can critically engage with debates over the relationship of National Socialism and religion. - Will be able to utilize historical methods - Have advanced research skills as shown by giving a short presentation and writing a research paper.
Content:	The course examines the most violent episodes in the twentieth century culture wars: the complex interactions of National Socialism with religions (1918 to 1945). We will explore whether the Nazis were pro- or anti-Christian, the response of the churches, and the role of religion in the Holocaust. We then turn to the period after 1945 to examine how Germans dealt with the heritage of this violence in the new postwar German states. Students will examine how this difficult heritage was treated by the major churches and emerged in important debates over social issues in the 1960s. Finally, students will examine how the Holocaust has been sacralized through historical monuments in Germany since reunification.
Credits (EC):	5
Period:	1.2
Format:	seminar

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Assessment:	final paper (60%)
	Short writing assignments (30 % of grade), participation (10%) and paper (60 % of grade)

20. Perspectives on Religion, Health and Wellbeing   THM-PRHW
(Perspectives on Religion, Health and Wellbeing)

Contact:	dr. A. Visser-Nieraeth
Lecturers:	dr. A. Visser-Nieraeth (Contact), dr. J.K. Muthert, dr. K.E. Knibbe
Programmes:	Exchange programme: mastermodules year 1,Ma Programme in Spiritual Care year 1,Ma Programme Religion, Health and Wellbeing - Ethics and diversity year 1,Ma Programme Theology and Religious Studies (Research) year 1,Ma Programme Theology and Religious Studies (Research) year 2,parttime Ma in Spiritual Care year 1
Prerequisite(s):	none
Objective:	After completing this module, the students are able to:

- Discuss themes related to religion, health and well-being from various researchdisciplinary perspectives
- Reflect upon the differences between disciplinary perspectives with regard to themes related to religion, health and well-being
- Examine a case from health- or well-being related practices and policies from various disciplinary perspectives
- Formulate a research question based on the above-mentioned analysis

Content:	In this module we will journey toward theoretical and interdisciplinary sensitivity, which will form a foundational attitude for the rest of the program in the master Religion, Health and Wellbeing. Through readings and group discussions we will examine various perspectives on questions related to religion, health and well-being and their consequences for health- and well-being-related practices and policies. We will practice our reflective and research skills by formulating a research question based on a case observed in the media.
Credits (EC):	5
Period:	1.1
Format:	groupdiscussion,lectures,self-study
Assessment:	opdrachten
	reading assignments (40%), paper (60%)
Remarks:	Research master students have a different course code:THRMR-PRHW. For these students an extra assignment will be formulated, to be found in the course manual.

Literature:
- To be announced

21. Popular Culture, Politics, and Heritage   THM-PCPH5
(Popular Culture, Politics, and Heritage)

Contact:	dr. M. van Dijk
Lecturers:	dr. S. Travagnin, dr. M. van Dijk (Contact)
Programmes:	Exchange programme: mastermodules year 1,Ma Programme Religion and Cultural Heritage year 1,Ma Programme Theology and Religious Studies (Research) year 2,Ma Programme Theology and Religious Studies (Research) year 1
Prerequisite(s):	BA in theology, religious studies, the humanities or social sciences
Objective:	Students will be able to:

• Critically reflect on concepts such as 'heritage', 'history', 'appropriation', 'medievalism' and 'banal medievalism'.
• Analyse the construction of pasts.

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	• Analyse the purpose of such constructions and link these to contemporary concerns in society, culture and politics.
	• Analyse the tensions in the various constructions of the past in scholarship and (popular) culture.
	• Analyse the specific role of the Middle Ages in contemporary Western culture
Content:	Nostalgia for a lost and better past has been a recurrent theme in Western culture since the Enlightenment. The Middle Ages in particular have become a focal point for popular appropriation, its expressions ranging from fantasy series such as Game of Thrones (2011-2019) to political uses by right- and left-wing politicians, claiming roots in the crusades or in supposedly better social conditions, as well as by feminists, who claim a specific female form of subjectivity, and those who describe themselves as being 'spiritual', both claiming an ancestry in medieval mystics – the list could be endless. In addition, taking China as case study of the Asian world, we see that the revival of Confucius and Confucian values (i.e., the bases of Chinese civilization) are proposed by governmental agencies and through media such as TV series. Moreover, since the beginning of the 21st century, many Chinese have searched for 'spiritual happiness' (related to traditional religious practices from the past) in reaction to the dissatisfying (modern) 'material happiness'. This course module focuses on why and how such construed pasts are appropriated, in Europe and the USA as well as in China, particularly as these are reborn as sources of inspiration for creating or enhancing political and religious identities and spiritualities in the (post)modern age.
Credits (EC):	5
Period:	1.2
Format:	lectures and seminars
Assessment:	final paper
	The course will be assessed by two presentations (15 % of grade each), four blogs (20 %), and a final paper (50 %).
Remarks:	Student workload: 21 hours in classes, 8 hours conference, 80 hours practicum, 31 hours selfstudy.

22.   Psychopathology and Religion   THMPSPRE5
     (Psychopathologie en religie)

Contact:	dr. J.K. Muthert
Lecturer:	dr. J.K. Muthert (Contact)
Programmes:	Ma Programme in Spiritual Care year 1,Ma Programme Religion, Health and Wellbeing - Ethics and diversity year 1,open modules of Theology and Religious Studies year 1,parttime Ma in Spiritual Care year 1
Prerequisite(s):	Psychology of Religion - introduction
	· Deze cursus dient als entreevoorwaarde voor de stage geestelijke verzorging. Dat betekent voor de november-stage-groep dat men gemiddeld een voldoende staat voor de opdrachten.
	· Voor deze curus geldt een aanwezigheidsverplichting conform de Onderwijs -en Examenregeling.
Objective:	· Sensitivity to psychological problems and the grey area between mental health and mental illness.
	· Familiarity with several key psychopathological images (from a psychoanalytical perspective as well as the diagnostic systems DSM-V and ICD-10) and an understanding of how these may affect religion.
	· Familiarity with developmental psychology and psychoanalytical developmental psychology.
	· Understanding of the role of symbols and rituals in mental

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	health/illness.
Content:	Psychopathology; psychological theory formation concerning the relationship between mental health and religion.
Credits (EC):	5
Period:	1.2
Format:	discussion,lectures/seminar,presentation(s)
Assessment:	oral examination,assignment(s),participation
Remarks:	· Student workload: lectures/tutorials: 24 hours; case studies: 20 hours; expected self-study: 96 hours.

·   This course unit can also be taken within the framework of a postacademic programme. *To maintain a healthy balance between students and hands-on experts, no more than five postacademics may register. In the event of more than five registrations, a reserve list will be set up.* Please register before 20 August 2018 at +31 (0)50 363 5568 or via the website:
http://www.rug.nl/ggw/onderwijs/postacademisch
·   Compulsory attendance in accordance with the Teaching & Examination Regulations applies to this course unit.
·   Further literature will be announced on Nestor.

Literature:
·   artikelen
·   Johan Cullberg, Moderne Psychiatrie. een psychodynamische benadering 2003, 7e druk(ISBN: | 9789026317194) , ca. € 40.00

23. Reception and Re-Use of AuthoritativeTexts   THMRRATE5
(Reception and Re-Use of Authoritative Texts)

Lecturer:	prof. dr. J.T.A.G.M. van Ruiten
Programmes:	Exchange programme: mastermodules year 1,Ma Programme Religion and Cultural Heritage year 1,Ma Programme Religion and Pluralism, Ancient and Modern(Ancient) year 1,Ma Programme Theology and Religious Studies (Research) year 2,Ma Programme Theology and Religious Studies (Research) year 1
Objective:	• Skills in setting up research projects to examine the ways in which certain Jewish and Christian traditions deal with biblical data. • Skills in oral and written justifications of the results of individual research. • An understanding of the hows and whys of various interpretations of a given biblical text. Skills in applying these hermeneutic insights to other interpretations.
Content:	This module explores the reception history of the Bible and other authoritative texts. Major themes include the processes through which ancient stories and concepts were incorporated into scripture, as well as their interpretations in varying historical, political, and sociocultural conditions. In the introductory sessions we reflect on basic questions regarding reception history. Then we look at the reception and interpretation of texts and traditions in a range of sources: especially in the Bible itself, and early Jewish literature of the Second Temple period. Using specific examples drawn from themes (e.g. creation, the flood, eschatology) and figures (e.g. Abraham, Joseph) found in these sources, we compare interpretations of authoritative texts in these individual traditions. How have religious or political authorities used these authoritative texts? What challenges arise when a narrative found in one source is re-used in another source, or by another tradition? The sessions conclude with a general hermeneutical reflection on the reception of authoritative texts in ancient times, preparing students for critical engagement with the

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contemporary use of authoritative texts in religious or political circles. Assessment: Self-study, assignments, presentations, paper.

Credits (EC):	5
Period:	1.2
Format:	lectures and seminars
Assessment:	opdrachten
Remarks:	Research master students, have a different course code:THRMRRATE5. For these students there will be formulated an extra assignment.

**24. Regional Heritage: Old Churches-New Meanings   THM-RH5
      (Regional Heritage: Old Churches-New Meanings)**

Lecturer:	prof. dr. T.H. Weir
Programmes:	Exchange programme: mastermodules year 1,Ma Programme Religion and Cultural Heritage year 1,Ma Programme Theology and Religious Studies (Research) year 2,Ma Programme Theology and Religious Studies (Research) year 1
Objective:	By participating in this course, students should gain:

- understanding of contemporary heritage practices around the medieval churches in the region of Groningen.
- understanding of postsecular meaning making and apply it to heritage.
- ability to engage in investigation of meaning-making in a community
- ability to demonstrate knowledge through a group presentation or podcast.

Content:	The Dutch Minister of Culture recently launched an ambitious program, in which local municipalities have been challenged to come up with plans for the future viability of historic church buildings. These "Kerkenvisies" pivot around the question of finding new uses for old buildings. However, "visions" also implies the need for new meanings as well. These meanings differ from community to community, but all involve consideration of the intangible religious heritage connected to often centuries-old sites of worship.
This course utilizes an experiental learning model to explore efforts by local communities to find new meanings for historic church buildings. In the initial classes students will examine basic theories of religious meaning making and the postsecular. Students will then meet with local heritage professionals and church leaders to discuss the challenge of meaning making in their work. Finally, students will undertake group projects in which they talk to and interview members of local communities about their churches.
Credits (EC):	5
Period:	1.1
Format:	seminar, discussion, field trips, guest lectures, presentations, group work
Assessment:	Short writing assignments (30 % of grade), participation (10%) and group projects (60 % of grade)

**25. Religion and the Politics of Human Rights: Critical   THM-RPHR5
      Perspectives
      (Religion and the Politics of Human Rights: Critical Perspectives)**

Contact:	M.B. McIvor PhD.
Lecturer:	M.B. McIvor PhD. (Contact)
Programmes:	Exchange programme: mastermodules year 1,Ma Programme Religion and Pluralism, Ancient and Modern(Modern) year

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	1,Ma Programme Religion, Conflict and Globalisation year 1,Ma Programme Theology and Religious Studies (Research) year 2,Ma Programme Theology and Religious Studies (Research) year 1
Objective:	Students will become familiar with historic and contemporary debates surrounding the interaction of 'religion' and 'rights', including theoretical questions concerning the grounding of human rights, the practical application of rights-based law, and the politics of efforts to enforce religious rights worldwide. They will be exposed to material from a range of disciplines, academic stances, and geographic regions, and will learn to approach legal instruments as ethnographic data. They will critically engage with the 'real world' effects of rights-based activism, and will learn to reflect on the responsibilities and ethical challenges associated with research in this area, grappling with the implications - both positive and negative - of politically engaged scholarship.
	More generally, students will improve their critical thinking and analytic reading skills; their written and oral communication skills, on which they will be assessed; their understanding of rights-based law; and their knowledge of the practical, theoretical, and ethical issues associated with the potentially incommensurate worlds of law and religion.
Content:	What does it mean to be 'human', and why might we possess, bear, or ascribe inalienable rights on the basis of this category? This course focuses on the intersection of law and religion through the lens of rights-based discourse. Beginning with theoretical questions concerning the grounds on which human rights are thought to rest, we will then explore the politics, both local and global, of attempts to bring about a rights-based world. We will consider, in particular, the right to freedom of religion, and the consequences of efforts to export 'universal' standards in a particularistic world. By examining the interaction of religion and rights, we will explore such themes as the relationship between religious norms and state and non-state law; challenges to the ostensibly 'secular' character of modern law; and the geopolitical consequences of interventionist approaches to ensuring religious liberty.
Credits (EC):	5
Period:	1.2
Format:	lectures/seminar
Assessment:	paper,participation
	Participation: (including co-leading a seminar: 20% of the final grade) and a Paper (3000 words: 80% of the final grade)
Remarks:	Research master students, have a different course code:THRM-RPHR5. For these students there will be formulated an extra assignment.

Literature:
· Course syllabus and readings are available on Nestor

26. Religion, Conflict and Globalization: A Critical Introduction   **THM-RCGI10**
(Religion, Conflict and Globalization: A Critical Introduction)

Contact:	dr. J. Tarusarira
Lecturers:	dr. P. Berger, prof. dr. M.W. Buitelaar, dr. K.E. Knibbe, dr. J. Tarusarira (Contact), dr. J. Martínez - Ariño
Programmes:	Exchange programme: mastermodules year 1,Ma Programme Religion, Conflict and Globalisation year 1,Ma Programme Theology and Religious Studies (Research) year 2,Ma Programme Theology and Religious Studies (Research) year 1
Objective:	At the end of this course, students will be able to:

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- Describe and analyse, both orally and in writing, the intersections of religion, conflict and globalization in historical and contemporary contexts.
- Outline dominant approaches to studying religion, conflict and globalization in academia, policy and practice, as well as dominant critiques of these approaches.
- Understand the significance of 'culture', 'society', 'politics' and 'power', both conceptually and in practice, when studying religion, conflict and globalization.

Content:	This course will introduce students to the dominant theoretical approaches applied to the study of religion, conflict and globalization in the degree program. It will outline mainstream approaches to defining these three core concepts, along with the key critiques of these mainstream approaches and their implications for scholarship, policy and practice. Students will be exposed to a variety of disciplinary approaches including anthropology, political sociology, political philosophy and International Relations. Additional core insights will be the significance of 'culture', 'society', 'politics' and 'power' both as contested concepts and as factors affecting relationships amongst religion, conflict and globalization. The course will equip students with the necessary foundational knowledge and critical analytical skills to be further developed and applied throughout the rest of the degree program and in the final thesis.
Credits (EC):	10
Period:	1.1
Format:	lectures and seminars
Assessment:	opdrachten,final paper
	weekly assignments (50%) and final paper (50%)
Remarks:	Research master students, have a different course code:THRMRCGI10. For these students there will be formulated an extra assignment. For exact assessment components please consult the study guide.

Literature:
- Compulsory literature will be distributed during the course

27. Religion, Gender and Sexuality   THM-RGS5
(Religion, Gender and Sexuality)

Contact:	dr. K.E. Knibbe
Lecturers:	dr. K.E. Knibbe (Contact), J.O. Wiering MA.
Programmes:	Exchange programme: mastermodules year 1,Ma Programme Religion and Pluralism, Ancient and Modern(Modern) year 1,Ma Programme Religion, Conflict and Globalisation year 1,Ma Programme Religion, Health and Wellbeing - Ethics and diversity year 1,Ma Programme Theology and Religious Studies (Research) year 1,Ma Programme Theology and Religious Studies (Research) year 2
Objective:	Students will be able to:
	Articulate how gender and sexuality vary cross-culturally and how this has informed theorizing these terms
	Identify the ways in which religion is implicated in the formation of gender, sexuality and subjectivity
	Contribute scholarly insights to public debates on the role of religion in relation to gender, sexuality and embodiment.
Content:	Many conflicts in which religion is involved focus on gender and sexuality. Religious traditions often work on the body, through gendered practices of dressing, gesture, posture, ritual and more materially, such as cutting (e.g. male and female circumcision), scarring, and tattooing. So how can we conceptualize the relationship between religion, gender and

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sexuality both on the level of politicized societal debates and the level of individual subjectivities?
This course will focus on learning to recognize and conceptualize the links between religion, gender and sexuality. We will first discuss some of the classic authors on these topics. The second part of the course is focused on discussing ethnographic research detailing how sexuality and gender are shaped culturally and religiously. Students will be asked to go deeply into one ethnographic context and communicate their insights to their fellow students and via an essay.
This course will make use of literature from anthropology, gender studies, critical theory and philosophy.

Credits (EC):	5
Period:	1.1
Format:	presentation(s),seminar
Assessment:	opdrachten
Remarks:	Research master students, have a different course code: THRM-RGS5. For these students an extra assignment in the form of a mini-proposal is required.

28. Religion, Violence and Conflict Transformation   THM-RVCT5
(Religion, Violence and Conflict Transformation)

Contact:	dr. J. Tarusarira
Lecturer:	dr. J. Tarusarira (Contact)
Programmes:	Exchange programme: mastermodules year 1,Ma Programme Religion and Pluralism, Ancient and Modern(Modern) year 1,Ma Programme Religion, Conflict and Globalisation year 1,Ma Programme Theology and Religious Studies (Research) year 2,Ma Programme Theology and Religious Studies (Research) year 1
Objective:	Students will be able to: - Understand theoretical and conceptual debates surrounding religion, violence, religious peacebuilding and conflict transformation. - Analyze and critique different theoretical and conceptual interpretations at the intersection of religion, violence and peacebuilding and conflict transformation. - Demonstrate arguments surrounding religion, violence peacebuilding and conflict transformation through an assessed written essay. - Appreciate the socio-economic and political complexities surrounding religion, religious violence, religious conflict transformation, peace and reconciliation in different societies - demonstrate knowledge and understanding of specific case studies, involving religion, violence and/or peacebuilding and conflict transformation - develop some skills to analyse conflicts and facilitate peacebuilding and conflict transformation initiatives
Content:	This course deals with fundamental questions at the intersection of the discourse and practice of religion, violence and conflict transformation. It will examine how these concepts interrelate and will investigate assumptions that lie behind their use, as well as how they are put into practice. The following elements will be interrogated: the discourse and practice of peacebuilding and conflict transformation; the history and development of religious violence and religious peacebuilding/conflict transformation; religion and reconciliation; transitional justice and religion; religion and conflict; fundamentalism and religious violence; women, religion and peacebuilding; religion, ritual and peacebuilding. The course shall be interdisciplinary, that is using analytical

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tools from disciplines such as religious studies, sociology, history, theology, anthropology, politics, law, peacebuilding and reconciliation studies etc. Students are invited to participate actively by going beyond describing issues to critically analyzing and interrogating theoretical underpinnings of religion, violence and conflict transformation. Case studies such as South Africa, Israel/Palestine, Zimbabwe, and Northern Ireland inter alia against the backdrop of globalization shall be deployed to facilitate analysis. Various religious traditions including Christianity, Islam, Buddhism, and African Religions shall be referred to whenever relevant.

Credits (EC):	5
Period:	1.1
Format:	varied
Assessment:	final paper
Remarks:	5 EC's = 140 hours

Sessions: 7 x 2 hrs = 14 hrs
Study of assigned literature:571 à 6pp per hour = 96 hours and 149 à 8 pp per hour (18 hrs) = in total: 118 hours
Research literature for your paper: 200 pp à 6 p. per hour = 33 hours
Assignments: 13 x 2,5 hours = 33
Paper:66 hours

·   The course unit will have the format of a seminar in which the lecturers will supervise discussions of the literature by students on the basis of reaction sheets written in preparation for each session.
·   Assessment of this course unit will be based on attendance and active participation in the discussions (Class attendance, participation and Reaction sheets - 20% of the final grade, Presentations- 20% of final grade and a final paper of 4000 words - 60% of final grade).
·   Compulsory literature will be announced in the course unit manual.
·   Students of the PThU Master's programme can enrol in this course unit.
·   Compulsory attendance in accordance with the Teaching & Examination Regulations applies to this module.
·   Research master students, have a different course code: THRM-RVC5. For these students there will be formulated an extra assignment.

Literature:
·   will be announced in due time

29. Research Methods and skills in Heritage   THMRMSE5
(Research Methods and skills in Heritage)

Contact:	prof. dr. T.H. Weir
Lecturers:	dr. B.M.H.P. Mathijssen, dr. A. Visser-Nieraeth, prof. dr. T.H. Weir (Contact)
Programmes:	Ma Programme Religion and Cultural Heritage year 1,Ma Programme Theology and Religious Studies (Research) year 1
Objective:	Students will be able to:

·   Apply methods as listed in the overview to deliver heritage.
·   Conduct research in heritage studies.
·   Be able to 'sell' heritage to professional and general audiences.

Content:	The module aims at preparing the students for their individual projects in the second semester i.e. the thesis and the internship, bringing together more practical skills (economic, organisational and managerial aspects of constructing heritage and making it accessible) and the necessary research skills the

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students need for their projects (such as interview techniques, discourse analysis, digital humanities, hermeneutics, theory of aesthetics, more advanced aspects of cultural studies, historical methods). The idea is that students must be well prepared both theoretically and practically. Typically, the classes have the format of a one- or a half day clinic, which will be focused on a specific topic.

Credits (EC):	5
Period:	1.2
Format:	seminar
	occasionally on site e.g. in a heritage institution such as a museum
Remarks:	Student workload:

- · The course will have the format of a seminar...
- · Assessment of this course will be based on attendance and...
- · Research master students, have a different course code: THRMRMSE5. For these students there will be an extra assignment.

Literature:
· Compulsory literature will be announced in the course manual

30. Social Scientific Research Methods THM-SSRM5 (Social Scientific Research Methods)

Contact:	dr. J. Martínez - Ariño
Lecturer:	dr. J. Martínez - Ariño (Contact)
Programmes:	Exchange programme: mastermodules year 1,Ma Programme Religion, Conflict and Globalisation year 1,Ma Programme Theology and Religious Studies (Research) year 1
Objective:	Students will be able to:

- Demarcate a research topic for their thesis based on their own literature research
- Assess the feasibility of their proposed research based on preparatory network conversations with professionals with expertise concerning their research topics
- Outline a conceptual framework suited to their research
- Formulate a research question and sub-questions that follow from the conceptual framework
- Operationalize these research questions
- Make an informed decision on the research methodologies that will be used, reflecting on science-theoretical positioning and ethics of research, linked to their research question and conceptual framework
- Indicate what data they will gather and how they will analyze this data, linked to their research question and conceptual framework

Content:	This course will prepare students for researching and writing their thesis. It will introduce the notion of the research cycle, and will focus on the sub-cycle of the research design. The course is designed in such a way that it will take students through the steps of designing their own research, in consultation with their supervisors. Furthermore, the course will include training in specific social scientific research methods for data gathering and analysis, such as interviewing, discourse analysis, ethnographic research and mixed methods. Finally, research ethics will be discussed and students will have to to write an ethical statement before their research design can be graded and approved. Students have to pass this course in order to qualify for the final phase of research and writing for their thesis.
Credits (EC):	5
Period:	1.2

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Format:	discussion,lectures and seminars,peer review,readings
Assessment:	assignment(s),participation,project assignment
	Further literature will be specified in the course guide.
Remarks:	- This course depends very much on your own initiative in reading, networking and writing a research proposal.
	- If you do not pass this course, you will not be allowed to start your research. If students do not pass the resit, they will have to retake this course the following year.
	- Assessment of this course will be based on attendance and participation in class (30%), the preparatory assignment (20%) and the final research proposal (50%).
	- Research master students, have a different course code:THRM-SSRM5. For these students there will be formulated an extra assignment.
	- Workload: lectures and seminars 7x3 hours= 21 hours, individual work (reading literature, preparing assignment, doing peer review exercises) 50 hours, preparing research proposal 70 hours.

31. Spiritual Care - Practical Placement or Research Placement   **THMSTAGE15**
(Geestelijke verzorging - Stage)

Contact:	dr. J.K. Muthert
Lecturers:	dr. A. Visser-Nieraeth, drs. G. Wiersma, dr. J.K. Muthert (Contact)
Programmes:	Ma Programme in Spiritual Care year 1,parttime Ma in Spiritual Care year 1
Prerequisite(s):	The assignments of the course modules GV and Psychopathology and Religion are finished sufficiently. Candidates for a research placement must have demonstrable research qualities.
Objective:	N.B. Students can choose between a practical placement and a research placement(see also under Comments.
	Practical placement:

- The ability to apply the knowledge, understanding and skills that are needed to guide people professionally in philosophical and existential questions and problems.
- An understanding of one's own attitudes and behaviour towards clients.
- The first steps in developing a professional and philosophical identity as a spiritual carer.
- The ability to maintain professional contact with clients.
- The ability to cooperate with colleagues and representatives of other disciplines.
- Understanding the organization, policy and decision-making structure of institutions and their visions concerning care provision and policy.
- The ability to study small-scale research questions in practice from the perspectives of spiritual care, ethics and religious psychology.
- Research placement:
- The ability to conduct research in the field of spiritual care based on a concrete research question and to write an academically sound report on this.
- Understanding the organization, policy and decision-making structure of institutions and their visions concerning care provision and policy.
- The ability to apply knowledge, understanding and skills to policy and organization in spiritual care.

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Content:	The placement, also a research placement, is supervised from both the work floor and the Faculty. Additional supervision (sometimes in a group) is given during a practical placement. Special focus areas are given in the learning outcomes.
Credits (EC):	15
Period:	(Het instroomoment is november of januari. Deeltijders ingestroomd in 2017-2018 volgen de stage in het tweede jaar van hun studie, na hun scriptie. en voor 20 EC in plaats van 15 EC)
Format:	workshops,supervised research,practical training,supervision
Assessment:	work placement report
Remarks:	· In order to qualify for a practical placement students must pass an assessment procedure including an interview with a psychologist and a half-day introduction at the desired placement organization. See Agora GV (Nestor) for more information. The Master's degree programme in Spiritual Care has placement agreements with three health-care organizations: the general hospital (UMCG, Groningen), psychiatry (GGZ-Drenthe) and geriatric care and nursing (Zorggroep Noorderbreedte, Leeuwarden). Other placements are possible in consultation with the department.
	· Students can do a practical placement (for those who are inclined towards the practical field of spiritual care) or a research placement (for those who are interested in academic research or a job in the policy area). See Agora GV for more information.

32. Spiritual Care: Roles and methods   THM-GV5
   (Geestelijke verzorging:Rollen & methoden)

Contact:	dr. A. Visser-Nieraeth
Lecturers:	dr. J.K. Muthert, dr. A. Visser-Nieraeth (Contact)
Programmes:	Ma Programme in Spiritual Care year 1,parttime Ma in Spiritual Care year 1
Prerequisite(s):	· the specific spiritual care courses from the pre-master spiritual cre
	· for PThU/RUG PAO students the PAO prerequisites
Objective:	At completion of this course you can:
	· Describe which positions or roles a spiritual care professional can have in an organisation.
	· Describe which methodical profiles and methods spiritual care professionals can use to provide counseling, advise and care for existential concerns.
	· Provide a clinical lesson on a specific method of spiritual care.
	· Reflect upon the strengths and limitations of various collaborative approaches to spiritual care.
	· Critically reflect upon the applicability of the methodical profiles and methods for various care needs and care contexts.
	· Take a reflective stance with regard to your own philosophy of life.
Content:	In this module we examine the occupational profile of the spiritual care professional and their position in organisations. We explore various methodical profiles and methods that spiritual care professionals use, we try them on each other in student-led "clinical lessons" and we investigate the theoretical background of the methods. Additionally, we continue our spiritual autobiography.
Credits (EC):	5
Period:	1

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Format:	discussion,lectures/seminar,practical training philosophy of life,,self-study
Assessment:	final paper,teaching clinical lesson (60%), position paper (40%)
Remarks:	· This course serves as a prerequisite to the practical training · Compulsory attendance in accordance with the Teaching & Examination Regulations applies to this module.

Literature:
· Diverse artikelen, beschikbaar via de bibliotheek
· Job Smit, *Antwoord geven op het leven zelf*(ISBN:9789463010245) , € 29.50

33. Texts of Terror   THMTTE5
(Texts of Terror)

Contact:	C.E. Wilde PhD.
Lecturers:	dr. A. Versluis, dr. S.K. Luther, C.E. Wilde PhD. (Contact)
Programmes:	Exchnge programme: mastermodules year 1,Ma Programme Religion and Pluralism, Ancient and Modern(Ancient) year 1,Ma Programme Religion and Pluralism, Ancient and Modern(Modern) year 1,Ma Programme Theology and Religious Studies (Research) year 2,Ma Programme Theology and Religious Studies (Research) year 1
Objective:	The students are able to understand the urgency of modern perceptions of the correlation between religion and violence, and able to assess this relation for themselves in early Jewish, early Christian, and early Islamic sources.
Content:	Religiously motivated fanaticism and violence constitute a threat to human civilization. All religious traditions seem to have a violent potential. Often, however, the monotheism of Jewish, Christian, and Islamic religion is particularly suspected of an aggressive and intolerant potential. Leading figures in all three traditions have turned, at various times, to the exclusion and even violent persecution of people and ideas deemed alien. Sacred texts and ideas drawn from them can play a major role in motivating and justifying the actions of group members. Violent or intolerant behaviour can, from both insider and outside-observer perspectives, reduce the great tradition to a single essence, for which a few selected elements of the tradition are brought forward while many others are ignored. In this course we study selected texts from Judaism, Christianity, and Islam and contexts in which violence, power, and politics have exploited them. We focus on texts that have been used to justify violent actions in order to understand them better in their original contexts, as a basis for tracking later interpretations and exploring how appeals to these texts functioned in relation to political aims. Ultimately we ask whether monotheism necessarily has violent consequences, and how adherents handle the dangerous potentialities of claims to revealed truth. Historical and cultural factors other than monotheistic thought are given their full weight in this investigation.
Credits (EC):	5
Period:	1.1
Format:	lectures/seminar
Remarks:	Research master students, have a different course code:THRMTTE5. For these students there will be formulated an extra assignment.

Literature:
· See NESTOR

34. Theological Heritages in a (Post) Modern Context: THMTHPMCE5
Confessional and Liberal Concepts of Truth

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(Theological Heritages in a (Post) Modern Context: Confessional and Liberal Concepts of Truth)

Lecturer:	prof. dr. W.H. Slob
Programmes:	Exchange programme: mastermodules year 1,Ma Programme Religion and Cultural Heritage year 1,Ma Programme Theology and Religious Studies (Research) year 1,Ma Programme Theology and Religious Studies (Research) year 2
Objective:	Students will be able to: • Recognize and describe the development of Christian theologies in the context of modernity. • Analyze the thoughts of theologians within their historical contexts of liberal and confessional reactions to the challenges of (post)modernity. • Critically reflect on the assessment of the theological heritage of understandings of 'truth' in the diversity of contemporary theologies. • Relate their own (theological) position regarding the understanding of truth-claims to historical positions and contemporary debates
Content:	What is truth? Throughout the history of Christianity, theological traditions have understood 'truth' in different ways. The traditional understandings of 'truth' – both conceptually and with regard to content – are highly contested since early modernity. This contest has been the object of much academic reflection, for instance in the work of Jonathan Israel on the Radical Enlightenment. Some authors, such as Brad Gregory, trace the roots of the crisis in the understanding of 'truth' to the Reformation itself. In the 19th century Christian theology developed two responses to this threat. On the one hand, Liberal Theology based its theology on the universal epistemological idea of Schleiermachers Schlechthinniges Abhängigkeitsgefühl, thereby accepting the results of the modern sciences. On the other hand, confessional theology strengthened its own theological truths and challenged atheistic truth claims. In postmodernism both these approaches are considered troublesome. Universal truth claims have largely been rejected in the collapse of Grand Narratives. The predicted disappearance of religion however has not taken place. This course unit explores how critical thought on the nature of truth became a part of theological heritage, how the discussions and the different results were embraced as markers of the identities of specified groups of others and denounced by others.
Credits (EC):	5
Period:	1.1
Format:	lectures Compulsory attendance in accordance with the Teaching & Examination Regulations applies to this module, 80 % attendance is compulsory.
Assessment:	paper,participation,exam,presentation(s) presentation 30%, paper 70%
Remarks:	· Literature and a calculation of the study load will be announced in the course manual · Research master students, have a different course code:THRMTHPME5. For these students an extra assignment will be formulated.

Literature:
· Literature will be announced in the course manual

36. Thesis Seminar THMFS
(Forum Scriptorium (Nestor))

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Lecturer:	dr. A. Visser-Nieraeth
Programmes:	Ma Programme in Spiritual Care year 1,parttime Ma in Spiritual Care year 2
Objective:	At completion of this course students can:

- · structure their thesis fitting to the researchpurpose and - audience
- · structure a chapter fitting to the purpose of the text
- · incorporate critical reflection on sources in the text
- · write in academic style and paraphrase
- · structure references according to the Chicago Manual of Style (17th edition)
- · write an informative abstract

Content:	In this module you will work on specific aspects of the writing of your thesis. Classes consist of a brief introductory lecture, followed by intervision and individual consultation with the teacher. The seminars are largely student-centered. Texts brought along by students form the basis of the meetings.
Credits (EC):	
Period:	2
Format:	discussion,peer review,practical exercise
Assessment:	
Remarks:	Participation in the Thesis Seminar is compulsory for all students who will write their Master's thesis. Students must register for the Thesis Seminar via Progresswww.
Literature:	

- · Nader te bepalen

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Appendix 4 Assessment Plan (article 4.2)

Subjects of the assessment plan:
1. the learning outcomes of the degree programme (see TER master Theology and Religious Studies 2019-2020, art. 3.1)
2. the course units of the degree programme and the learning outcomes of each course unit (see TER master Theology and Religious Studies 2019-2020, appendix 3 of art. 3.1.3)
3. the relationship between course units and learning outcomes (see assessment matrix)
4. the assessment mode to be used and the test moments for each course unit (see TER master Theology and Religious Studies 2019-2020, appendix 3 of art. 3.1.3 or Assessment plan Faculty Theology and Religious Studies 2019-2020, chapter 5))
5. the test design and assessment procedures and assessment criteria used (Assessment plan Faculty Theology and Religious Studies 2019-2020, chapter 7 and 10)
6. right of inspection (Assessment plan Faculty Theology and Religious Studies 2019-2020, chapter 11)
7. who is responsible for the implementation of the various components of the assessment policy (Director of Education, lecturers, Board of Examiners);
8. the method of regular evaluation (Assessment plan Faculty Theology and Religious Studies 2019-2020, chapter 15).

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Appendix 5 Regulations concerning cheating and plagiarism (art. 5.7)

1. Cheating and plagiarism are acts or omissions, regardless of whether these are intentional, by a student designed to partly or wholly hinder the forming of a correct assessment of their own or someone else's knowledge, understanding and skills (see the Teaching and Examination Regulations, Article 9.16).
2.
3. Cheating includes acts such as the following:
   - Cheating during an examination. Anyone who deliberately enables someone else to cheat is considered complicit;
   - Bringing aids (pre-programmed calculators, mobile phones, books, syllabi, notes, etc.) to the examination, consultation of which is not explicitly permitted;
   - Having others complete an assignment or part thereof on one's behalf;
   - Taking possession of the relevant exam questions or assignments before the date or time of the examination;
   - Faking questionnaire or interview answers or research data;
   - Copying fellow students' work and presenting this as one's own work;
   - Resubmitting assignment that have been awarded marks in a previous course unit;
   - Submitting assignments acquired from a commercial institution or written by someone else (whether paid for or not).

3.a Plagiarism is a specific type of fraud, where in a thesis or other assignment data or sections of one's own or someone else's work are copied without properly referring to the source.
   Plagiarism includes acts such as the following:
   - Copying text from digital sources such as encyclopaedias or digital journals without using quotation marks or references;
   - Copying text from the internet without using quotation marks and references.
   - Copying text from printed media such as books, journals or encyclopaedias without using quotation marks or references;
   - Including translations of texts such as the ones listed above without using quotation marks or references;
   - Paraphrasing texts such as the ones listed above without properly acknowledging the source – a paraphrase must be indicated as such, by explicitly linking the text to the original author in either the body of the text or a note, to prevent the impression being formed that it represents the student's own ideas;
   - Copying video, audio or test material from others without mentioning the source and thus presenting it as one's own work;
   - Submitting previously submitted own work without stating the source and presenting it as original work produced for the course unit in question, unless the course unit or the lecturer explicitly permit this;
   - Copying fellow students' work and presenting it as one's own work. A student who gives a fellow student permission to copy their work is considered complicit to plagiarism;
   - If one of the authors collaborating on a joint assignment commits plagiarism, the other authors are complicit to this plagiarism if they could or should have known that the other author was committing plagiarism;
   - Submitting assignments acquired from a commercial institution (such as a website containing extracts or papers) or paying someone else to write them.

3.b Electronic detection programs may be used to detect plagiarism in texts. When submitting a text, the student in question implicitly grants permission for the text to be included in the database of the relevant detection program.

4. Lecturers are required to report suspected cases of cheating and plagiarism.
   a. If an act of cheating or plagiarism has been detected or is suspected, the Board of Examiners will launch an investigation, during which the student and the lecturer will be heard.
   b. The Board of Examiners will then determine whether an act of cheating or plagiarism has been committed.

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5. Once cheating or plagiarism is detected, the Board of Examiners will take the following measures:
    a. In all cases:
        *   declare the assignment or examination invalid
        *   issue a reprimand, which is recorded in the student's file
    b. In certain cases, depending on the nature and extent of the cheating or plagiarism, and on the study phase of the examinee, one or more of the following sanctions:
        *   expulsion from the course unit
        *   denial of permission to participate in examinations or other modes of assessment relating to the relevant course unit for the current academic year, or for a period of 12 months
        *   denial of permission to participate in all exams or other modes of assessment for a period of 12 months
    c. If the student has already been reprimanded in the past: denial of permission to participate in all exams or other modes of assessment for a period of 12 months.
    d. In the event of very serious cheating or repeated cheating, the Board of Examiners may propose to the Board of the University that the student's registration be definitively terminated.

6. The term 'Board of Examiners' refers to the Board of Examiners of The Faculty of Theology and Religious Studies.

7. The term 'examination' or 'exam' refers to the assessment (including marking) for each course unit of students' knowledge, understanding or skills.

These Regulations took effect on 1 January 2019 and may be cited as the 'Regulations concerning cheating and plagiarism' of the Faculty of Theology and Religious Studies.

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