

Religious Studies Religious Studies I S

Challenges the idea held by many prominent twentieth-century Sinologists that early China experienced a "language crisis." Jane Geaney argues that early Chinese conceptions of speech and naming cannot be properly understood if viewed through the dominant Western philosophical tradition in which language is framed through dualisms that are based on hierarchies of speech and writing, such as reality/appearance and one/many. Instead, early Chinese texts repeatedly create pairings of sounds and various visible things. This aural/visual polarity suggests that texts from early China treat speech as a bodily practice that is not detachable from its use in everyday experience. Firmly grounded in ideas about bodies from the early texts themselves, Geaney's interpretation offers new insights into three key themes in these texts: the notion of speakers' intentions (yi), the physical process of emulating exemplary people, and Confucius's proposal to rectify names (zhengming).

This book looks at how religious studies is framed and taught in India. It addresses the contradiction between the country's vibrant religious life and the dearth of comparative and social scientific religious studies programs across Indian universities. The volume:

- Studies the efforts by Rabindranath Tagore in Santiniketan and Mohan Malaviya in Varanasi, to introduce and institutionalize religious studies in India;*
- Discusses the notions of religion and spirituality and situates the failure of the 'secularization thesis' in the context of modern India;*
- Provides concrete suggestions on how to develop religious studies in relation to global citizenship and Indian cultural heritage with the hope of initiating a larger discussion.*

A unique contribution to the study of religion in society and education, the book will be indispensable to students and researchers of theology, history, philosophy, sociology, secularization, globalization, religious studies, education studies, and South Asian studies.

In The Politics of Religious Studies , Donald Wiebe takes on a debate that has been raging in universities across North America and Europe for some years now. The issue is whether to approach religion as a science, free from the dissemination of beliefs and evangelizing, or to study it as a form of faith and therefore draw lines between believers and nonbelievers. Wiebe persuasively argues the former, claiming that if taught in a university religion must be treated as a science, with all the objectivity and research that are brought to other subjects. He further maintains that the study of theology should take place in seminaries, which are the proper places for the pursuit of

religion as a creed. Exploring the true meaning and role of an academic, Wiebe shows how by propagating religion, instructors are abandoning their academic task to "explain everything and enjoin nothing." Certain to incite controversy, *The Politics of Religious Studies* is an intelligent manifesto guaranteed to help readers look at academia, the search for knowledge, and the idea of religion in an entirely new light.

Filling the need for a clear, solid overview to introduction to religious studies courses, this text is neither too broad nor too narrow. Chapters explore what religion is and how it is formed and studied; religious experience; truth claims; ethics and moral theology; violence and religion; social involvement; religion and the environment; asceticism and mysticism; religion, technology, and science; religions and their words, stories, writings, and books; and more. The text respects cultural considerations and the contemporary global climate in showing religious studies in action and exploring questions of theory, method, and research. The contributing authors are in tune with college students' interests and are well suited to address the issues and methods of religious studies. Designed for college students taking their first course in the study of religion, such as introduction to religious studies and world religions.

OCR Religious Studies A Level Year 1 and AS

Religious Studies

An Introduction

Machine Habitus

Close Reading, Critical Thinking, and Comparison

Conflicting Maps, Changing Terrain

A century that began with modernism sweeping across Europe is ending with a remarkable resurgence of religious beliefs and practices throughout the world. Wherever one looks today, from headlines about political turmoil in the Middle East to pop music and videos, one cannot escape the pivotal role of religious beliefs and practices in shaping selves, societies, and cultures. Following in the very successful tradition of *Critical Terms for Literary Studies* and *Critical Terms for Art History*, this book attempts to provide a revitalized, self-aware vocabulary with which this bewildering religious diversity can be accurately described and responsibly discussed. Leading scholars working in a variety of traditions demonstrate through their incisive discussions that even our most basic terms for understanding religion are not neutral but carry specific historical and conceptual freight. These essays adopt the approach that has won this book's predecessors such widespread acclaim: each provides a concise history of a critical term, explores the issues raised by the term, and puts the term to use in an analysis of a religious work, practice, or event. Moving across Judaism, Christianity, Hinduism, Buddhism, Islam, and Native

American and Mayan religions, contributors explore terms ranging from experience, territory, and image, to God, sacrifice, and transgression. The result is an essential reference that will reshape the field of religious studies and transform the way in which religion is understood by scholars from all disciplines, including anthropology, sociology, psychology, cultural studies, gender studies, and literary studies.

This book treats the Judeo-Christian tradition at length; Hinduism, Buddhism, Confucianism, Taoism, Zen, and Islam are introduced in a rudimentary fashion, with just enough detail to give some sense of the history, culture, philosophy, and theology of these religions.

How are digital humanists drawing on libraries and archives to advance research and learning in the field of religious studies and theology? How can librarians and archivists make their collections accessible to digital humanists? The goal of this volume is to provide an overview of how religious and theological libraries and archives are supporting the nascent field of digital humanities in religious studies. The volume showcases the perspectives of faculty, librarians, archivists, and allied cultural heritage professionals who are drawing on primary and secondary sources in innovative ways to create digital humanities projects in theology and religious studies. Topics include curating collections as data, conducting stylometric analyses of religious texts, and teaching digital humanities at theological libraries. The shift to digital humanities promises closer collaborations between scholars, archivists, and librarians. The chapters in this volume constitute essential reading for those interested in the future of theological librarianship and of digital scholarship in the fields of religious studies and theology.

Religious Education in the Secondary School is a comprehensive, straightforward introduction to the effective teaching of Religious Education in the secondary classroom. Acknowledging the highly valuable yet often misunderstood contribution of RE, this text shows how the subject can be taught in a way that explores the impact of religion on the lives of people and society, engaging pupils and preparing them to become individuals who celebrate and respect diversity. It is illustrated throughout with ideas for teaching at different key stages and offers expert chapters introducing you to both the World Religions and the core aspects of effective teaching and learning. With an emphasis on developing an understanding of the importance - and different ways - of meeting the learning needs of all pupils, key chapters cover: -Understanding different pedagogies of RE -Spirituality and RE -Tips on effective planning and assessment -An approach to teaching across the Key Stages -Core subject knowledge in Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism Written by an experienced teacher, teacher educator and examiner, Religious Education in the Secondary School is a succinct compendium and has a real classroom applicability offering all trainee RE teachers, as well as those teaching Religious Education as specialists or non-

specialists a wealth of support and inspiration.

The Participatory Turn

A Companion to Religious Studies and Theology

The Hours of the Universe

Spirituality, Mysticism, Religious Studies

An International Journal for the Philosophy of Religion

"Reinventing Religious Studies" offers readers an opportunity to trace the important trends and developments in Religious Studies over the last forty years. Over this time the study of religion has been transformed into a critical discipline informed by a wide range of perspectives from sociology to anthropology, politics to material culture, and economics to cultural theory. "Reinventing Religious Studies" brings together key writings which have helped shape scholarship, teaching and learning in the field. All the essays are drawn from the CSSR Bulletin, a provocative, occasionally irreverent, and always critical journal which has long been at the centre of debates in Religious Studies. This collection will prove invaluable for students and scholars of theory and method in Religious Studies. It offers readers a unique opportunity to understand the history of key issues in the study of religion and what remains central to the study of religion today.

Critical Terms for Religious Studies University of Chicago Press

An accessible, A-Z resource, defining and explaining key terms and ideas central to the study of religion. Exploring broad and recurring themes which are applicable in both eastern and western religions, cross-cultural examples are provided for each term to give a comprehensive overview of the subject.

Although Religious Education (RE) is a legal requirement in UK schools, it is an oft-neglected and misunderstood subject. It is important to seriously re-think this key subject at this time of low religious literacy and rising extremism, to protect communities from the consequences of hatred and misunderstanding. This book promotes a public discussion of what exactly is needed from a new model of RE within our education system to benefit wider society. In this edited collection, the chapters are diverse and future-facing, informed by theory and practice and written by a variety of key leading practitioners and emerging national leaders in RE. It covers the most pressing and urgent issues for RE such as hate speech, educational reform, and the weakening of moderate religious institutions. Linking the chapters together with recurring themes and joining passages, the editors create a flowing and coherent discussion about the state of RE and offer choices and routes for readers to consider in terms of its future course.

The Craft of Religious Studies

Fields of Faith

The Future of Religious Studies in India

The Cambridge Companion to Religious Studies

Darkness Falls on the Land of Light

A Religious Studies Approach

This sweeping history of popular religion in eighteenth-century New England examines the experiences of ordinary people living through extraordinary times. Drawing on an unprecedented quantity of letters, diaries, and testimonies, Douglas Winiarski recovers the pervasive and vigorous lay piety of the early eighteenth century. George Whitefield's preaching tour of 1740 called into question the

fundamental assumptions of this thriving religious culture. Incited by Whitefield and fascinated by miraculous gifts of the Holy Spirit--visions, bodily fits, and sudden conversions--countless New Englanders broke ranks with family, neighbors, and ministers who dismissed their religious experiences as delusive enthusiasm. These new converts, the progenitors of today's evangelical movement, bitterly assaulted the Congregational establishment. The 1740s and 1750s were the dark night of the New England soul, as men and women groped toward a restructured religious order. Conflict transformed inclusive parishes into exclusive networks of combative spiritual seekers. Then as now, evangelicalism emboldened ordinary people to question traditional authorities. Their challenge shattered whole communities.

Jesus Christ is arguably the most famous man who ever lived. His image adorns countless churches, icons, and paintings. He is the subject of millions of statues, sculptures, devotional objects and works of art. Everyone can conjure an image of Jesus: usually as a handsome, white man with flowing locks and pristine linen robes. But what did Jesus really look like? Is our popular image of Jesus overly westernized and untrue to historical reality? This question continues to fascinate. Leading Christian Origins scholar Joan E. Taylor surveys the historical evidence, and the prevalent image of Jesus in art and culture, to suggest an entirely different vision of this most famous of men. He may even have had short hair.

This 2005 book asks: how will theology and the religions be studied in higher education in the coming century?

Informative and provocative, this book introduces readers to debates in the contemporary study of religion and suggests future research possibilities.

Theory for Religious Studies

Studies in Religion and Education

Religion and Violence

On the Influence of Non-Hegemonic Currents on Academia around 1900

The Ideology of Religious Studies

Religious Education in the Secondary School

Cuts through traditional debates to argue that religious phenomena are cocreated by human cognition and a generative spiritual power.

A collection of essays by distinguished scholars in the academic study of religion, The Craft of Religious Studies represents the variety of research and analytical methods that researchers employ when examining religious phenomena, whether personally or socially expressed.

Autobiographical in cast, this collection points to diversity of approaches in the academic study of religion and highlights the interdisciplinary nature of the field. While the ways scholars approach the study of religion in human culture vary, the common ground among them - as seen in these fourteen contributions - remains their quest for understanding more so than the paths toward understanding they have chosen.

Spanning the gamut from "Aaron" to "Zwingli," this dictionary includes nearly 3,000 entries written by about sixty authors, all of whom are specialists in their various theological and religious disciplines. The editors have designed the dictionary especially to aid the introductory-level student with instant access to definitions of terms likely to be encountered in, but not to

substitute for, classroom presentations or reading assignments. - Publisher.

The World Religions Paradigm has been the subject of critique and controversy in Religious Studies for many years. After World Religions provides a rationale for overhauling the World Religions curriculum, as well as a roadmap for doing so. The volume offers concise and practical introductions to cutting-edge Religious Studies method and theory, introducing a wide range of pedagogical situations and innovative solutions. An international team of scholars addresses the challenges presented in their different departmental, institutional, and geographical contexts. Instructors developing syllabi will find supplementary reading lists and specific suggestions to help guide their teaching. Students at all levels will find the book an invaluable entry point into an area of ongoing scholarly debate.

The Politics of Religious Studies

Language as Bodily Practice in Early China

Reinventing Religious Studies

Worldview Religious Studies

Studies in Theology. Series 1

Reconstructing Religious Studies

The historiographers of religious studies have written the history of this discipline primarily as a rationalization of ideological, most prominently theological and phenomenological ideas: first through the establishment of comparative, philological and sociological methods and secondly through the demand for intentional neutrality. This interpretation caused important roots in occult-esoteric traditions to be repressed. This process of "purification" (Latour) is not to be equated with the origin of the academic studies. De facto, the elimination of idealistic theories took time and only happened later. One example concerning the early entanglement is Tibetology, where many researchers and respected chair holders were influenced by theosophical ideas or were even members of the Theosophical Society. Similarly, the emergence of comparatistics cannot be understood without taking into account perennialist ideas of esoteric provenance, which hold that all religions have a common origin. In this perspective, it is not only the history of religious studies which must be revisited, but also the partial shaping of religious studies by these traditions, insofar as it saw itself as a counter-model to occult ideas.

Religious Studies and Rabbinics have overlapping yet distinct interests, subject matter, and methods. Religious Studies is committed to the study of religion writ large. It develops theories and methods intended to apply across religious traditions. Rabbinics, by contrast, is dedicated to a defined set of texts produced by the rabbinic movement of late antiquity. Religious Studies and Rabbinics represents the first sustained effort to create a conversation between these two academic fields. In one trajectory of argument, the book shows what is gained when each field sees how the other engages the same questions: When did the concept of "religion" arise? How should a scholar's normative commitments interact with their scholarship? The book argues that if scholars from Religious Studies and Rabbinics do not realize they are addressing the same problems, they will not benefit from each other's solutions. A second line of argument brings research methods, theoretical claims, and data associated with one field into contact with those of the other. When Religious Studies categories such as "ritual" or "the sacred" are applied to data from Rabbinics and, conversely, when text-reading strategies distinctive to Rabbinics are employed for texts from other traditions, both Religious Studies and Rabbinics enlarge their scope. The chapters range across such themes as ritual failure; rabbinic conceptions of scripture, ethics, food, time, and everyday life; problems of definition and normativity in the study of religion; J.Z. Smith's writings; and the preaching of the African-American Christian evangelical social justice activist John Perkins. With chapters written by world-

class theorists of Religious Studies and prominent text scholars of Rabbinics, the book provides a unique opportunity to expand the conceptual reach and scholarly audience of both Religious Studies and Jewish Studies.

Drawing on recent developments in the comparative study of religion, this book explores the trends of the past sixty years from a global perspective. Each of the ten chapters covers the study of religion in a different region of the world, from Europe and the Americas to Asia and the Far East. Topics covered include: local background to the study of religions formation of religious studies in the region important thinkers and writings institutions interregional diversity and interregional connections emerging issues. This book is a major contribution to the field of religious studies and a valuable reference for scholars, researchers and graduate students.

Explores the relationship between religious studies and theology and the place of each in the modern, secular university.

Manifestos for the Future of RE

Theology and Religious Studies for the Twenty-first Century

An introduction to teaching, learning and the World Religions

The Continuing Conflict with Theology in the Academy

The Routledge International Handbook of Religious Education

What Did Jesus Look Like?

How and what to teach about religion is controversial in every country. The Routledge International Handbook of Religious Education is the first book to comprehensively address the range of ways that major countries around the world teach religion in public and private educational institutions. It discusses how three models in particular seem to dominate the landscape. Countries with strong cultural traditions focused on a majority religion tend to adopt an "identification model," where instruction is provided only in the tenets of the majority religion, often to the detriment of other religions and their adherents. Countries with traditions that differentiate church and state tend to adopt a "separation model," thus either offering instruction in a wide range of religions, or in some cases teaching very little about religion, intentionally leaving it to religious institutions and the home setting to provide religious instruction. Still other countries attempt "managed pluralism," in which neither one, nor many, but rather a limited handful of major religious traditions are taught. Inevitably, there are countries which do not fit any of these dominant models and the range of methods touched upon in this book will surprise even the most enlightened reader. Religious instruction by educational institutions in 53 countries and regions of the world are explored by experts native to each country. These chapters discuss: Legal parameters in terms of subjective versus objective instruction in religion Constitutional, statutory, social and political contexts to religious approaches Distinctions between the kinds of instruction permitted in elementary and secondary schools versus what is allowed in institutions of higher learning. Regional assessments which provide a welcome overview and comparison. This comprehensive and authoritative volume will appeal to educators, scholars, religious leaders, politicians, and others interested in how religion and education interface around the world. Studying religion in college or university? This book shows you how to

perform well on your course tests and examinations, write successful papers, and participate meaningfully in class discussions. You'll learn new skills and also enhance existing ones, which you can put into practice with in-text exercises and assignments. Written by two award-winning instructors, this book identifies the close reading of texts, material culture, and religious actions as the fundamental skill for the study of religion at undergraduate level. It shows how critical analytical thinking about religious actions and ideas is founded on careful, patient, yet creative "reading" of religious stories, rituals, objects, and spaces. The book leads you through the description, analysis, and interpretation of examples from multiple historical periods, cultures, and religious traditions, including primary source material such as Matthew 6:9–13 (the Lord's Prayer), the gohonzon scroll of the Japanese new religion Soka Gakkai, and the pilgrimage to Mecca (hajj). It provides you with typical assignments you will encounter in your studies, showing you how you might approach tasks such as reflective, interpretive or summary essays. Further resources, found on the book's website, include bibliographies, and links to useful podcasts.

Worldview Religious Studies brings the study of religion, spirituality, secularism, and other mixed attitudes of life under the overarching scheme of worldview studies. This book introduces and defines worldviews more generally before establishing a framework specific to religious studies. The drive for meaning-making is explored through ritual-symbolic activities, ideas of 'play', and the power of emotions to transform simple ideas into values and beliefs that frame identity and signpost destiny. Identity and its sacralisation are discussed alongside gift/reciprocity theory in their relation to ideas of merit, karma, and salvation in Eastern and Western traditions. This theoretical background is used to introduce a new classification of worldviews - natural, scientific, ancestral, karmic, prophetic-sectarian, mystical, and ideological. Organised thematically by chapter, this book brings together familiar and unfamiliar authors, theories, and sources to challenge students and teachers of Religious Studies, Theology, and Ethics. It introduces worldview religious studies as a framework through which to re-think human endeavours to identify, cope and even transcend life's flaws and perils.

'Theory for Religious Studies' takes major theoretical writers in the humanities & social sciences, & explains their relevance to the study of religion.

A Chinese Grammatology

Reflections on God, Science, and the Human Journey

A Framework for Comparative Studies of Religion

Religious Studies: The Key Concepts

After World Religions

A Conversation

Does religion cause much of the world's violence? Is religion inherently violent? Would violence disappear if religion did? Is true religion a force for peace? Is religion a mask for power and self-interest? What aspects of religion make violence more—or less—likely? Religion and

Violence: A Religious Studies Approach explores the potential of classic social theories to shed light on the relationships between religion and violence. This accessible and engaging book starts from the premise that both religion and violence are ordinary elements of social life and that rather than causing violence religion plays a crucial role in the management of violence. Ideal for any student approaching the topic of religion and violence for the first time, this core textbook includes chapter overviews and summaries, guides for applying theory to real-world events, discussion questions, and case studies. Further teaching and learning resources are available on the accompanying companion website.

This textbook offers a general introduction to the subject area of religious studies and theology. Based on the core components of a RS theology degree, it aims to be the main text for beginning students to use throughout their degree.

In recent years there has been an intensifying debate within the religious studies community about the validity of religion as an analytical category. In this book Fitzgerald sides with those who argue that the concept of religion itself should be abandoned. On the basis of his own research in India and Japan, and through a detailed analysis of the use of religion in a wide range of scholarly texts, the author maintains that the comparative study of religion is really a form of liberal ecumenical theology. By pretending to be a science, religion significantly distorts socio-cultural analysis. He suggest, however, that religious studies can be re-represented in a way which opens up new and productive theoretical connections with anthropology and cultural and literary studies.

Help students to build their subject knowledge and understanding with guidance and assessment preparation from a team of subject specialists; brought to you by the leading Religious Studies publisher and OCR's Publishing Partner. - Develops students' understanding of 'Philosophy of religion' and 'Religion and ethics' through accessible explanations of key theories and terms - Enables you to teach 'Developments in Christian thought' confidently with comprehensive coverage of the key theological arguments - Supports assessment preparation with sample questions and revision advice written by subject specialists - Encourages students to reflect on their learning and develop their own ideas - Helps to extend learning and enhance responses with suggested ideas and additional reading Content covered: - Philosophy of religion - Religion and ethics - Developments in Christian thought

A Catholic Introduction to Religious Studies

We Need to Talk about Religious Education

Religious Studies Skills Book

Religious Studies for Laymen

Introduction to Religious Studies

Religious Studies and Rabbinics

We commonly think of society as made of and by humans, but with the proliferation of machine learning and AI technologies, this is clearly no longer the case. Billions of automated systems tacitly contribute to the social construction of reality by drawing algorithmic distinctions between the visible and the invisible, the relevant and the irrelevant, the likely and the unlikely – on and beyond platforms. Drawing on the work of Pierre Bourdieu, this book develops an original sociology of algorithms as social agents, actively participating in social life. Through a wide range of examples, Massimo Aioldi shows how society shapes

algorithmic code, and how this culture in the code guides the practical behaviour of the code in the culture, shaping society in turn. The 'machine habitus' is the generative mechanism at work throughout myriads of feedback loops linking humans with artificial social agents, in the context of digital infrastructures and pre-digital social structures. Machine Habitus will be of great interest to students and scholars in sociology, media and cultural studies, science and technology studies and information technology, and to anyone interested in the growing role of algorithms and AI in our social and cultural life.

This text gives students a framework for their comparative study of religion that includes full, in-depth descriptions of each "way of being religious."

An exploration of the challenges of teaching and studying about religion in secular academic settings. The study of religion in American higher education is fraught with difficulties that raise important questions about the nature of faith and the purpose of advanced learning. Although religion has been foundational to some of the United States' most prestigious universities, religious studies is a relatively recent addition to the liberal arts curriculum. As a result, students often take courses in religion with expectations that exceed what professors can actually deliver. D. G. Hart explores the conundrums of the ambiguous position of religious studies in the academy and offers advice about the best way to approach and benefit from the teaching and study of religion in contexts often hostile to faith.

First published in 1984. John M. Hull was a leading figure in the controversies which had surrounded religious education since the late 1960s. This book brings together in one volume 21 of his published papers and articles, which had previously appeared in journals, conferences, reports and books in Belgium, Australia, Canada, the United States, as well as the United Kingdom. This book is essential reading for all teachers, clergy, parents and students seriously concerned with the issues confronting religious education and Christian upbringing in our secular and pluralist world.

Toward a Sociology of Algorithms

A Student's Guide to Religious Studies

Digital Humanities and Libraries and Archives in Religious Studies

Key Writings in the History of a Discipline

Experiencing Religious Awakenings in Eighteenth-Century New England

Judging Religion Justly