Syllabus

Course Description

Course Title	Ethics, History of Religions, and Social and Political Education
Course Code	12429
Course Title Additional	
Scientific-Disciplinary Sector	NN
Language	German
Degree Course	5 year master degree in Primary Education - German section
Other Degree Courses (Loaned)	
Lecturers	Prof. Aggregato Doris Kofler, Doris.Kofler@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/2660 Dr. Guido Perathoner, Guido.Perathoner3@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/31613
Teaching Assistant	
Semester	Second semester
Course Year/s	5.
CP	5
Teaching Hours	40
Lab Hours	0
Individual Study Hours	85
Planned Office Hours	15
Contents Summary	The module is divided into two courses, one belonging to the academic field of history and the other to the academic field of pedagogy and the subject area of general and social pedagogy. The module aims both to impart the necessary basic knowledge in the subject areas covered and to acquire specific professional skills.

Course Topics	See the individual course modules
Keywords	Civic education; ethics; democratic literacy;
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	synchronous online sessions
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	In particular, students should acquire the following skills and knowledge: - the ability to use concrete examples to illuminate the relevance of "religion" with regard to current social phenomena; - the ability to reflect on their own religious biography and denominational self-image; - knowledge of the basic testimonies and fundamental values of the Christian faith; - knowledge of the beliefs and basic values of the major world religions and the ability to situate these in the context of everyday kindergarten and school life; - knowledge of the rites and rituals, festivals and customs of their own culture and the ability to reflect on these with regard to their cultural origins and current significance; - the ability to deal with existential questions (e.g. separation, dying, death) in a child-appropriate way; - the ability to recognise the significance of religious and cultural plurality for kindergarten and school and to deal with this constructively in terms of interreligious and intercultural learning; - the ability to reflect on ethical and human rights issues in day-to-day kindergarten and school life and to deal with them skilfully; - the ability to qualify and innovatively organise the introduction of the area of "social education" (2019) - the ability to recognise the importance of political education in education, school and teaching as well as its methodical implementation and to be able to analyse it in a professionally relevant manner - the ability to familiarise themselves with basic concepts of democracy and state constitutions and to relate them to regional, national, European and global educational structures - the ability to understand, analyse and conceptually design educational institutions as social and political spaces of experience;

	- the ability to know the fundamental social and political challenges, to analyse them and to relate them to the work in kindergarten and primary school; - the ability to recognise the importance of basic democratic principles and the vulnerability of democracy. Expected learning outcomes and competences: Knowledge and understanding Students know the basics of world religions, especially Christianity, and are aware of their significance for human behaviour. They understand the background to religious rites and customs. They are familiar with the basics of religious language. Students know the basic concepts of democracy and state constitutions and can relate them to regional, national, European and global educational structures. They know the special significance of the media for social and political education. Applying knowledge and understanding Students will be able to categorise and meaningfully shape forms of religious expression. They know and understand the importance of social and political education in education, schools and lessons; they know the concepts of democratic education and can analyse them in a profession-related way and transfer them into concepts for educational practice. They are able to contribute to the conceptual and practical design of educational institutions as a social and political space of experience. Judgement Students are able to relate their everyday experiences with religion(s) to the scientific understanding of religions and to scrutinise them critically and constructively. They are able to critically analyse social and political challenges and draw conclusions for practical application. In addition, they can also use media analyses to make a reflexive, pedagogically based judgement on social and political education in the context of international, European, national and local regional structures and events.

	Communication Students are able to address religious topics in a responsible and academically reflective manner. Students are able to use socio-political terminology correctly when discussing case studies. They have the ability to change perspectives on theoretical grounds, have communicative strategies and can also critically reflect on their own behaviour on a meta-level. Learning strategies Students are aware that the discussion of religions must be scientifically sound. They are aware that the relationships between upbringing, education and society are subject to temporal and cultural-spatial changes and must be constantly re-analysed, reflected upon and shaped. They are able to utilise the available scientific knowledge resources critically and competently and link them to their own learning processes.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	Assignment of a single final assessment for the entire module on the basis of* A) a single-choice test (duration: max. 1 hour) and A) Single-choice test with four possible answers: - On the content of the two lectures ("Ethics and History of Religions" and "Social and Political Education"). There will be 30 questions, 16 of which will come from the contents of the lecture "Ethics and History of Religions" and 14 from the contents of the lecture "Social and Political Education".
Evaluation Criteria	Clear and scientifically sound argumentation, ability to reflect and transfer knowledge. In the event of a negative assessment of the overall module, any positively assessed parts of the module will be taken into account the next time you take the module examination. Please note, however, that a negative assessment will also be included in the count of examination attempts in this case. According to the examination regulations, three attempts without passing will result

	in a block for three examination dates.
Required Readings	• Lehner-Hartmann, Andrea/ Peter, Karin/ Stockinger, Helena: Religion betrifft Schule. Religiöse Pluralität gestalten, Stuttgart 2022. • Hugoth, Matthias, Benedix, Monika (ed.) (2008): Religion im Kindergarten. Begleitung und Unterstützung für Erzieherinnen, München: Kösel-Verlag, 15-73. • Zurstrassen, B. (2022). Gesellschaft als Gegenstandsfeld politischer Bildung. In W. Sander & K. Pohl (Hg.), *Handbuch politische Bildung* (5th edition.). Frankfurt am Main: Wochenschau. • Educare alla cittadinanza sociale. Nuovi possibili percorsi di ricerca pedagogica nella tarda modernità per la costruzione del cittadino responsabile (Educate to social citizenship. New possible paths of pedagogical research in the late modernity for the construction of the responsible citizen V Balzano - … & INSEGNAMENTO. Rivista internazionale di Scienze …, 2020 pdf unter: https://ojs.pensamultimedia.it/index.php/siref/article/download/4146/3767 • Read all handouts at: https://www.blikk.it/bildung/unterricht/gesellschaftliche-bildung • Updated edition (February 2021) of Rahmenrichtlinien des Landes für die Festigung der Curricula für die Grundschule • Zur Gesellschaftlichen Bildung (educazione civica) in Italien - selected texts on social education https://www.orizzontescuola.it/percorsi_di_educazione_civica/
Supplementary Readings	
Further Information	
Sustainable Development Goals (SDGs)	Quality education, Partnerships fot the goals, Peace, justice and strong institutions

Course Module

Course Constituent Title	Ethics, History of Religions
Course Code	12429A
Scientific-Disciplinary Sector	HIST-04/A
Language	German
Lecturers	Dr. Guido Perathoner, Guido.Perathoner3@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/31613

Teaching Assistant	
Semester	Second semester
CP	3
Responsible Lecturer	
Teaching Hours	24
Lab Hours	0
Individual Study Hours	51
Planned Office Hours	9
Contents Summary	Lecture (possibly supported by media)
Course Topics	- The importance of religion for educational processes and ethical behaviour - The human question of God - Important stages of development in the history of religions from the early expressions of animism to Islam - Religious rites and festivals in the various world religions - Selected aspects of the ethics of life and the ethics of communication - Philosophising and theologising with children - "When children ask life`s big questions": exemplary instructions for chield-friendly answers
Teaching Format	Online lessons, discussion
Required Readings	Hugoth, Matthias/ Benedix, Monika (Hg.), Religion im Kindergarten. Begleitung und Unterstützung für Erzieher*innen, München 2008, 15 - 73.
Supplementary Readings	

Course Module

Course Constituent Title	Social and Political Education
Course Code	12429B
Scientific-Disciplinary Sector	PAED-01/A
Language	German
Lecturers	Prof. Aggregato Doris Kofler, Doris.Kofler@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/2660

Teaching Assistant	
Semester	Second semester
CP	2
Responsible Lecturer	
Teaching Hours	16
Lab Hours	0
Individual Study Hours	34
Planned Office Hours	6
Contents Summary	Lecture (possibly with media support)
Course Topics	- Concepts and models of political constitution and political education; global, European, national, regional dimensions; - Human rights, civil rights, children's rights - ethnicity, nation, state; society and community - equality and difference; inclusion and exclusion; hegemony and participation; concepts of democracy education and democracy learning in the context of primary education - Constitution of the Italian Republic and South Tyrolean Statute of Autonomy; goals and institutions of the European Union; - Values and norms, 'deviant' behaviour, pedagogical interventions; constructive handling of conflicts; - Social and political education in the context of media. - The introduction of the area of "Social Education" (State Law No. 92 of 20/08/2019) - The eight interdisciplinary learning areas of social education for primary schools
Teaching Format	Oral presentation, presentation, individual work, group work, discussion, debate, conversation
Required Readings	Zurstrassen, B. (2022). Gesellschaft als Gegenstandsfeld politischer Bildung. In W. Sander & K. Pohl (Hg.), *Handbuch politische Bildung* (5. Auflage.). Frankfurt am Main: Wochenschau. Educare alla cittadinanza sociale. Nuovi possibili percorsi di ricerca pedagogica nella tarda modernità per la costruzione del cittadino responsabile (Educate to social citizenship. New possible paths of pedagogical research in the late modernity for the construction of the responsible citizen V Balzano - … & INSEGNAMENTO. Rivista internazionale di Scienze …, 2020 pdf unter: https://ojs.pensamultimedia.it/index.php/siref/article/download/4146/3767

	Lektüre aller Handreichungen unter: https://www.blikk.it/bildung/unterricht/gesellschaftliche-bildung Aktualisierte Ausgabe (Februar 2021) der Rahmenrichtlinien des Landes für die Festigung der Curricula für die Grundschule Zur Gesellschaftlichen Bildung (educazione civica) in Italien ausgewählte Texte auf: https://www.orizzontescuola.it/percorsi_di_educazione_civica/ • Rademacher, Helmolt (2021). Konfliktkultur in Schule entwickeln. Stuttgart: Kohlhammer • Reheis, Fritz (2014). Politische Bildung. Eine kritische Einführung. Wiesbaden: Springer VS; S. 7-37, 63-100, 147-149.
Supplementary Readings	