

**OCR ADVANCED SUBSIDIARY GCE
IN SOCIOLOGY (3878)**

**OCR ADVANCED GCE
IN SOCIOLOGY (7878)**

Indicative Scheme of Work

Module 2533: Culture and Socialisation

Option 3: Religion

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1 Scheme of Work for Module 2533

WEEK No	SPECIFICATION CONTENT & OBJECTIVES	TEACHING, LEARNING & ASSESSMENT ACTIVITIES	RESOURCES	KEY SKILL ELEMENTS D=Development PE=Portfolio Evidence
1	Defining religion	<p>Small group work – students given six descriptions of behaviour – Azande, overly superstitious person, person obsessed with UFOs, an LSD experience, a follower of Wicca and a born again Christian who believes in the power of prayer. Students to discuss how 'religious' each activity is and to think of two arguments for and against two arguments against each activity being religious.</p> <p>Distribute list of definitions of religion adapted from Bird (p23). Group discussion of meaning of definitions. Individuals should come up with own definition or choose from the list what they think is the best definition. They must have a written rationale for their choice. Teacher to feed back group work via diagram on board.</p>	<p>Bird Investigating Religion chapter 2, pages 8-10</p> <p>Bird The varieties of definitions of religion in society page 23, Bird, chapter 4, pages 43-50</p>	D C3.1a

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2	Defining church Defining denomination Defining sect and cult	<p>Students should be given list of characteristics that make up church, denomination, sect and cult and should apply these to six examples of religions. Students should allocate each religion into a category and be able to explain their choice. The main features of these religious organisations could be organised into a chart for the purposes of reference and revision.</p> <p>Use Jorgensen's typology of sects as basis for classroom discussion.</p> <p>Activity 10 on cults in Taylor et al's Sociology in Focus is a useful homework exercise.</p>	<p>A very useful list of the main features of the four main types of religious organisation can be found in Ian Thompson's 'Religion', pages 18 for church and denomination, and pages 50-51 for sects. Nik Jorgensen's Sociology: An Interactive Approach, pages 628-632 is also very good on typology. Page 630 includes an extremely detailed typology of sects which is well worth using in the classroom as a stimulus for discussion.</p> <p>Sociology in Focus, pages 509-510</p>	

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3	<p>The relationship between church and sect</p> <p>Reasons for sect growth – the relationship between social change and different types of deprivation</p>	<p>Activity 9 on Sects in Taylor et al's Sociology in Focus</p> <p>Small group exercise – students given descriptions of beliefs of four sects. They need to work out why people join these sects with reference to Glock and Stark's typology of deprivation – economic, social, organismic, ethical and psychic (See Thompson, page 53 or Chapman's Revise AS Sociology (p88-89)</p> <p>Students to work out what was going on in three historical periods, i.e. early 19th century, 1960s/1970s and 1999/2000 in terms of social change which might have led to increase in sect/cult membership. Readings from Wilson and Wallis should be distributed to assist their understanding.</p>	<p>Sociology in Focus pages 511-512</p> <p>Bird, chapter 4, pages 50-56</p> <p>Religion by Ian Thompson (Longman 1986)</p> <p>Revise AS Sociology by Steve Chapman (Letts 2000)</p>	

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5	<p>The social profile of spiritual shoppers – social class and age</p> <p>Gender, sexuality and religion</p>	<p>Distribute the statistical tables in Bird pages 38-39 and ask students to construct a profile of a typical church-goer</p> <p>Student reading: Haralambos (5th edition) pages 440-445; Jorgensen, pages 650-652</p> <p>Student reading: Women’s role in religion: Judaism as a case study by Jill Swale in Sociology Review, April 2000</p> <p>Possible exercises: (a) a content analysis of sections of the New Testament; (b) research investigation into how different types of religion see and treat women – Bird is an excellent source for this because he divided his chapter into sections – Christianity, new age movements, Rastafarianism and Islam; (c) students could research attitudes towards women priests, homosexuality etc</p> <p>Adapt the exercise on p331 of Lawson – The weaker sects</p>	<p>Chapter 3, Bird, pages 38-39 on social class</p> <p>Chapter 9, Bird, pages 131-146 on gender and religion.</p> <p>Nik Jorgensen et al Sociology: An Interactive Approach</p> <p>Sociology: Themes and Perspectives (5th edition) – Haralambos and Holborn</p> <p>Sociology Review, April 2000</p> <p>Tony Lawson Sociology for A-Level: A Skills-based approach</p>	D N2.1.2.3

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6	Ethnicity and religion Fundamentalism	<p>Adapt 1991 Census material from Bird 112-115 as stimulus material. Students should formulate hypotheses as to (a) degree of religious belief among ethnic minority groups and (b) reasons for their high levels of religiosity.</p> <p>Adapt excellent newspaper articles on pages 119-122 of Bird to stimulate students into thinking about the role ethnic minority religions play both within their communities and in regard to the majority white culture.</p> <p>Student should construct chart with ethnic minority religion on one side and the functions of the religion, e.g. maintain cultural identity on the other.</p> <p>Discussion point: What has been the impact of a rapidly growing British-born ethnic minority population on ethnic minority religions?</p> <p>What is fundamentalism? Student reading – Jorgensen pages 647-649</p>	<p>Chapter 7, Bird, pages 103-108 on fundamentalism</p> <p>Chapter 8, Bird, pages 112-130 on religion, ethnicity and ethnic identity covering Islam, Hinduism, Sikhism, Afro-Caribbeans, Rastafarianism, Judaism, and Northern Ireland</p> <p>Sociology Review, Sept 2000</p> <p>Useful reading – Fulcher and Scott pages 344-349.</p> <p>Religion and gender: young Muslim women in Britain by Charlotte Butler in Sociology Review Feb 1995</p> <p>Nik Jorgensen Sociology: an interactive approach pages 652-657; 647-649</p>	D N2.1.2.3.

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7	<p>Measuring religious belief and practice</p> <p>Secularisation</p>	<p>Family investigation – interview parents/grandparents, older relatives to ascertain the level of belief , both past and present in your family – compare with own age group. Feedback to group.</p> <p>Design questionnaire measuring religious belief and practice</p> <p>Haralambos (5th edition) contains an amazing contemporary bank of statistics relating to church and sect attendance, membership etc which are worth adapting and giving to students for small group work.</p> <p>Use activity 3 in the Fulcher and Scott workbook – The Secularization Debate</p> <p>Taylor, activities 15, 16 and 17 are worth using for classwork on this topic.</p> <p>Students should read Hamilton.</p>	<p>Chapter 3, Bird, pages 26-37</p> <p>Chapter 6, Bird, pages 78-93</p> <p>Haralambos (5th edition) pages 471-478.</p> <p>Sociology –Fulcher and Scott pages 325-329 is accessible reading for students.</p> <p>Taylor et al Sociology in Focus pages 521-530.</p> <p>Secularisation: now you see it, now you don't by Malcolm Hamilton in Sociology Review April 1998</p> <p>Useful article: The twilight of the Gods: religion in modern Britain by Steve Bruce, Sociology Review Nov 1992</p>	<p>D C3.1a</p> <p>D C3.1b</p> <p>PE C3.1 a & b</p> <p>D N2.1.2.3.</p> <p>PE C3.1a</p> <p>PE C3.1b</p> <p>PE C3.2</p> <p>PE C3.3</p>

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8	Functionalism	<p>Student reading: Taylor et al p495-497 on functionalist interpretations of religion. Students should construct chart listing functions and choose one mainstream religion, one sect and one non-Christian religion and apply functionalist analysis to them.</p> <p>Activity 1, pages 494-495 Taylor Activity 3, pages 497-498 Taylor</p> <p>Class discussion – role of religion in bringing about social change plus Durkheim’s concept of anomie.</p> <p>Exploration of concepts of civil and surrogate religions – whole-class discussion or divide into small groups who discuss whether following activities count as religious: football fanaticism, (see Bird page 15), science (see Jorgensen page 646), medicine (see Jorgensen page 646), psychotherapy (Jorgensen p647), Marxism/socialism and shopping (see Bird p169).</p> <p>Students should read and discuss ‘death of a princess: public mourning, private grief’ by Kenneth Jones in Sociology Review, Sept 1998. Does the cult of Diana exist and if so, does it function as a civil religion as defined by Shils and Young? See also the exercise in Fulcher and Scott’s teacher workbook ‘ Queen of Hearts’.</p> <p>Activities 2 and 4, Taylor page 496 and 499-500 on civil religion.</p>	<p>Taylor et al pages 495-500</p> <p>Bird , chapter 2, pages 11-15</p> <p>Bird, chapter 7, pages 101-102 on civil religion.</p> <p>Jorgensen Sociology: An interactive approach</p> <p>Sociology Review Sept 1998</p>	

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9	Marxism	<p>Student reading: Taylor pages 500-503 on Marxist interpretations of religion.</p> <p>Activities 5 and 6, Taylor</p> <p>Students could be given extracts from Haley's work on Methodism, Leach's work on the Church of England, Thatcher's speech to the Scottish General Synod, Hook's work on the Vatican, the role of Liberation Theology in Central America, especially Nicaragua, the role of the church in Poland and East Germany pre:1990, the role of the Ayotollah in bringing down the Shah of Iran, the work of Martin Luther King etc and asked to analyse the role of religion in inhibiting or encouraging social change. Students should be introduced to Engels' theory which suggests that under certain circumstances, especially if all other avenues of change are denied or blocked, religion can act as an agency of social change.</p>	<p>Taylor et al 500-503</p> <p>Bird, chapter 2, pages 16-17</p> <p>Bird, chapter 10, pages 149-150 on Marx and religion as a conservative force</p> <p>Bird, chapter 10, pages 155-156 on Halev</p>	D C.3.2

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10	Weber	Student reading: Taylor, pages 504-507 Activity 7, Taylor	Taylor, pages 504-507 Bird, chapter 2, pages 18-19 Bird, chapter 10, pages 150-155 on Weber and relationships between religion and capitalist development	
11	Brief introduction to post modernist approaches to religion	Student reading: adapt sections on post-modern religions (useful Guardian article p168), cyber-theology (see article p175) for discussion.	Bird, chapter 11, pages 161-178	

2 Resources

- Bird J. **Investigating Religion** (Collins Educational, 1999) ISBN: 0003275086
- Chapman S. **Revise AS Sociology** (Letts, 2000) ISBN: 1840853123
- Fulcher J. and Scott J. **'Sociology' – teacher workbook** (Oxford University Press, 1999)
ISBN: 0198781024
- Haralambos M. and Holborn M. **Sociology: Themes and Perspectives** 5th edition
(Collins Educational, 2000) ISBN: 0003275078
- Jorgensen N. et al. **Sociology: An Interactive Approach** (Collins Educational, 1997)
ISBN: 0003224430
- Lawson T. **Sociology for A Level: A skills-based approach** (Collins Educational, 1993)
ISBN: 0003276244
- Taylor P. et al. **Sociology in Focus** (Causeway Press, 1996) ISBN: 1873929226
- Thompson I. **Religion** (Longman, 1986) ISBN: 0582354978 *

* = currently out of print.

Miscellaneous

Sociology Review, (Quarterly) Nov 1992, Feb 1995, Apr 1998, Sept 1998, Apr 2000, Sept 2000

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