

Master Program in Global Studies

Specialisation:

**RELIGIOUS STUDIES /or CHRISTIAN STUDIES / or
STUDY OF CULTURES AND INTERCULTURAL COMMUNICATION**



2011-2012

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Master Program in Global Studies

The School of Mission and Theology (MHS) in Stavanger offers a Master's Program in Global Studies. It is a two-year intensive academic course of study, 120 ECTS credits. MHS awards the Master's Degree in Global Studies to a person who has completed the required course work, giving the holder the right to use the academic title.

Objective

The objective of the study is to enhance the professional competence (knowledge, skills and attitudes) of students preparing for careers which involve significant international and/or intercultural contact through professional education and research with particular reference to theology, religious studies and intercultural communication. The study can also give students who have already been involved in international or intercultural careers an opportunity to reflect more systematically on their global experience in a scientific and methodological way leading to the attainment of academic credits for their life experiences.

Job Opportunities

The Master's Program in Global Studies is not a preparation for a specific profession. However, the degree will be useful as an additional study for various professions. It provides students with awareness, insights and tools essential in diverse cultural relations and multicultural settings in Norway and abroad. At the end of the program the students should have developed a professional appreciation of international and intercultural challenges in a world experiencing various effects of ongoing globalization. The students may develop intercultural interaction skills and personal cultural sensitivity that will help them be employed in a variety of multicultural settings. International fieldwork, internships and dialogue with organizations and corporations during the studies will enhance the chance for future employment. The multicultural field is expanding in Norway, and students with a Master's Degree in Global Studies will also have opportunities as teachers of different subjects requiring professional global competence.

Profile

The School of Mission and Theology (MHS) was founded by The Norwegian Missionary Society in 1843 and has, since its establishment, developed and maintained an international profile preparing students for different positions in church and society in Norway and in developing countries, especially in multicultural contexts. Besides the theological programmes (Bachelor, Master, PhD) the School offers a three-year programme, Bachelor of Religion and Intercultural Communication (BRIK) of 180 ECTS credits.

The international profile is continued in the new Master Program in Global Studies. The tradition of the School is visible in most of the various modules, and not least in the second semester, where Science of Religion, Intercultural Communication and Theology of Mission are taught in an integrated fashion. The courses of this semester are shared with students of the Master's Degree in Theology.

The structure of the Program in Global Studies

First semester 30 ECTS	
Encounters of Religions and Cultures	
10 ECTS	Encounters of Religions
10 ECTS	Intercultural Communication
10 ECTS	The Christian Church in a Global Context

Second semester 10 ECTS 10 ECTS 10 ECTS			Third semester 30 ECTS	Fourth semester 30 ECTS
Preparatory			Field of specialization	
Approaches to Global Studies (compulsory subject)	Electives (See below)	Theory of Science and Research Methods (compulsory subject)	One semester of specialization, (Text studies, data collection, methodological reflection, etc.)	Thesis

Electives second semester:

	10 ECTS credits	10 ECTS credits	10 ECTS credits
Title:	Intercultural Communication Studies	Development and Diakonia Studies	Religion and Global issues

Structure

The structure of the Master Program is depicted in the table overview above. First semester studies are lectured in autumn, second semester studies in spring. The students may choose to start their studies either spring or autumn. For those beginning in the spring, the sequence of courses will therefore be changed.

First Semester

The module “Encounters of Religions and Cultures” consists of three courses, each of 10 ECTS credits. The three courses will be taught simultaneously as a comprehensive unit with an integrated final examination. A joint grade will be given for the whole module.

Second Semester

The semester is compulsory for all students of the Master Program in Global Studies. It consists of three modules each of 10 ECTS-credits. Each module will be evaluated independently and awarded a separate grade. All students must study Approaches to Global studies where an introduction to globalization processes is given. The students must select one of three electives, which could be chosen in order to prepare the final master thesis to be written in the third and fourth semester. The students must opt for one of three possible elective modules: Intercultural Communication, Development and Diakonia Studies or Religion and Global Issues.

All students must also study Theory of science and research methods, which will form a basis for the research work necessary for the thesis.

This semester will be preparation methods of analysis, and potential applications for research. The student shall as soon as possible, and no later than the first week of the second semester, propose a Project outline including a preliminary work title of the thesis and the need for data collection. The proposal shall clarify whether the student stays at MHS or abroad during the third semester. The Project Description must be approved by MHS before starting the writing of the thesis.

Third Semester

This semester may, after agreement with the MHS, be organized either as: a text study at MHS, fieldwork, or a study period at an accredited institution abroad. The choice of partner institution or university should be related to the topic of the planned thesis. It may also, at least part time, be concentrated on fieldwork in Norway or abroad or other types of data collection related to the chosen theme of the thesis. The acquiring of necessary skills and methodological reflection should also start this semester. The Thesis work is anchored to the work in semester III. The anchoring must be done in agreement with the School to secure proper tutoring. A member of the academic staff at MHS will be appointed as a tutor. The student shall as soon as possible and no later than during the second term of the third semester elaborate a Project Description. This Project Description must be approved by MHS before starting the writing of the thesis.

Fourth Semester

This semester will be fully devoted to the writing of a Master thesis. The thesis must be anchored to the work in semester III. During the study of the Master’s Degree program the student shall carry out an independent research project and write a Master’s Thesis for 30 ECTS credits, which is one semester’s work. The Master thesis is given a grade from A to F, where A is excellent and F is fail.

Organizing, Study and Work Methods

Language

The language of instruction is English or Norwegian. Much of the teaching and study-work within the different modules will be conducted in English. The thesis may be written either in English or Norwegian (Scandinavian).

Tutor

Every student will pursue his/her work under the supervision of a qualified tutor on the MHS academic staff possessing academic competence at the doctoral level or equivalent.

Individual education plan

Individual education plans are agreements signed by MHS and the student (full-time or part-time) and consist of a mutual and individually planned course of study including the arrangement of courses and modules at each main level. Each student enters into a mutual agreement with MHS concerning individual education plans. If the terms of the agreement are altered or violated by one or both parties, the agreement must be revised. The education plans form the basis of MHS student and academic administrative work, the student's own progress and possible issues concerning student loans from State Educational Loan Fund.

Types of study

One year of study consists of ten months and represents 60 ECTS credits. The number of credits for each separate course and module is indicated.

Literature lists indicate the syllabus for each course. For some of the subjects primary texts and secondary texts are indicated as well. The reading lists indicate the amount and subject matter of required readings, but the teaching staff may alter the titles.

Methods of teaching are lectures and seminars, different types of group work, assignments placed on individual activity of each student and on his or her ability to work independently, creatively and critically. Context Oriented Learning (COL) will be one of the various teaching and learning methods. Part of teaching, instruction, and supervision will take place on the Internet.

Quality of Study Quality

The quality assurance system at MHS is the tool to systematize and analyze information and feedback from participants in the program. The system shall, at a predictable and structured way to give MHS information in efforts to develop both the study and the total learning environment.

Modes of assessment – final examination

The various modes of assessment are designed to be both adequate means of assessment of the quality of the student's work and as a legal protection on behalf of the students. These methods of assessment are deemed to be relevant and in accordance with the subject and the content of the module. Each module has its own mode of assessment. These include either a report to the student concerning the status of his or her work, or an assessment, which is to be included on his or her diploma, or is counted as part of the final letter-grade.

The following mode of assessments will be applied during the education:

- written examination
- home examination (3-5 days)
- independent, written assignment of a certain length (Master's Thesis)

- essay (length of paper stated in number of pages)
- oral examination
- written assignment or theme presentation to a group or seminar
- oral assignment or theme presentation to a group or seminar
- oral opposition/criticism of an assignment or course presentation
- compulsory attendance (however, never the sole criterion for approval of a module)

Assessment may also consist of different combinations:

- continuous assessment consisting of attending assignment seminars, writing assignments, oral examination
- assignment and oral examination
- compulsory attendance, active participation and completing essays/resumes

Please note that any plagiarism, copying, downloading from the internet or written sources without proper reference will be considered a breach of contract of the rules of examination. (Cfr. Examination regulation.)

Grading Scale

Each individual module will be evaluated and graded with a letter-grade or “pass/fail” according to each separate module description. The final grade will be a weighted average of the obtained grade according to the same weighting of grades as the modules have within the Master’s Degree Programs.

Symbol	Description	General, qualitative description of valuation criteria
A	Excellent	An excellent performance, clearly outstanding. The candidate demonstrates excellent judgement and a high degree of independent thinking.
B	Very good	A very good performance. The candidate demonstrates sound judgement and a very good degree of independent thinking.
C	Good	A good performance in most areas. The candidate demonstrates a reasonable degree of judgement and independent thinking in the most important areas.
D	Satisfactory	A satisfactory performance, but with significant shortcomings. The candidate demonstrates a limited degree of judgement and independent thinking.
E	Sufficient	A performance that meets the minimum criteria, but no more. The candidate demonstrates a very limited degree of judgement and independent thinking.
F	Fail	A performance that does not meet the minimum academic criteria. The candidate demonstrates an absence of both judgement and independent thinking.

Exemption from Specific Examinations or Tests

MHS may, upon application, declare a candidate exempt from specific examinations or tests.

1. When a corresponding requirement has been completed at another institution,
2. When examinations or tests have been passed at a university or another recognised institution in a subject relevant to the central theme of the degree program.

Graduation Diploma

Upon graduation the final grade, if applicable, appears on the degree diploma together with the thesis title and separate grade obtained for the thesis. Also included in the diploma is a list

of courses, information on exemptions granted, grades for the separate examinations and information about the program.

The graduation diploma is issued in either Norwegian or English. The School of Mission and Theology, Norway grants the diploma.

Supplement Regulations

MHS is at liberty to supplement the general regulations concerning the Master's degree studies.

Requirements for Admission

To be admitted to the Master's degree program candidates must have:

1. Completed a bachelor's degree, a three-year program in which there is a major; i.e. 80-ECTS credit group, from a recognised institution of higher education, or achieved an equivalent educational basis approved by the MHS Faculty. The major must be from following subjects: Christian Studies, Religious Studies, Intercultural Communications. The student must maintain a minimum C- grade or equivalent in the 80-credit group. Also a three-year bachelor's degree in theology gives admission.
2. International students should note that: All students whose first language is not English or who have not completed the major bulk of their schooling in English, can enter MHS by submitting their transcripts, meeting the academic requirements and doing the following: Proof of English language competency may be shown by completing the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Results should be sent directly to MHS. Information concerning TOEFL may be obtained from the Educational Testing Service, Box 899, Princeton, New Jersey, USA, 08540. A minimum TOEFL score of 500 or a minimum IELTS score of 5.0 is normally required.

Description of Modules and Courses

The following pages of this booklet on the Master's Program of Global Studies at MHS present the different units of studies, modules, and courses that are parts of the requirements for the Master's Degree. Please refer to www.mhs.no for the latest update of this program.

They are presented in the same order as they are taught, following the order of semesters. You may find all the information related to each course in the same framework.

The last frame presents the work related to the writing of the Master's thesis.

First Semester

MODULE	30-ERC	Encounters of Religions and Cultures (30 ECTS-credits)		
Description approved by HR item 03/06 (and x/10)		<p>The module gives the Master's Degree study at the School of Mission and Theology its particular profile by its position and its content.</p> <p>Aims:</p> <ul style="list-style-type: none"> To develop the students' particular competence for multicultural and multireligious work both internationally and nationally. <p>Description:</p> <p>Three different disciplines contribute to the illumination of the Encounters of Religions and Cultures from different perspectives: the studies of Science of Religion, Cultural Studies (Intercultural Communication) and Christian Studies.</p>		
Discipline	Courses (See separate descriptions)	Code	Credits	
SR (Science of Religion)	Encounters of Religions	30-erc-301	10	
KU (Cultural Studies)	Intercultural Communication	30-erc-302	10	
Christian Studies	The Christian Church in a Global Context	30-erc-304	10	
Teaching and forms of study				
Language of Instruction	English or Norwegian			
Lectures/Seminars	The three courses will be taught simultaneously by 2 hours of instruction per week during three terms of 7 weeks each.			
Written essays	Each student will write an essay of 2500 words (+/- 10 %) related to one of the three disciplines of the module. The particular discipline, which the essay is to address, will be decided by drawing lots. The essay must be submitted no later than the third week of the last term.			
Miscellaneous on teaching and study	The three courses will be taught as a comprehensive unity. There will be a compulsory interdisciplinary week during the semester where the teaching method of Context Oriented Learning (COL) will be applied. This week will normally be the last week of the first term of the semester.			
Quality Assurance System	As part of quality assurance system the course/module is regularly evaluated.			
Reading List, valid from November 2004				
See separate descriptions of the three courses mentioned above				
Mode of assessment				
Standard evaluation	<p>One essay in one of the three courses of the module. Each student will draw lots to determine the subject of his/her essay. Evaluation with "pass" or "fail".</p> <p>By the end of the semester there will be a 4-day interdisciplinary home examination. The essay will be given grades and will be the final grade for the whole module.</p>			

Alternative evaluation	If the student has not fulfilled the required compulsory participation during the COL-days, the requirement can be replaced by submitting an essay over a given topic for each of the not fulfilled required parts of participation.
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Course	301	<i>Encounters of Religions (10 ECTS-credits)</i>
MODULE:	30-erc	Encounters of Religions and Cultures (total 30 ECTS-credits)
Description approved by HR item 03/06	<p>Aims:</p> <ul style="list-style-type: none"> • To acquire general knowledge about the teaching of religions in non-Christian religions. • To acquire skills in discussing the relations between mission strategies that are found in different religions and conversion as a phenomenon. • To be able to discuss processes of religious change. • To develop abilities to discuss various aspects of religious encounters such as conflict, dialogue and co-operation. <p>Description:</p> <p>The course implies different issues such as: Teaching of religions in non-Christian religions including learning the evaluations non-Christian religions give of other religions, in particular Christianity. Relations between mission strategies that are found in different religions, and conversion as a phenomenon, require insight in different religious practices. Processes of religious change that corresponds with social and cultural changes and interaction between different religions and cultures imply knowledge about new developments in religion and what kind of processes this knowledge can lead to, including the phenomenon of syncretism. The course also presents various aspects of religious encounters; such as conflict, dialogue and co-operation.</p>	
Teaching and forms of study		
Language of Instruction	See the description of the module	
Lectures/Seminars		
Written essays		
Internship		
Exercises/seminars		
Miscellaneous on teaching and study		
Quality Assurance System	As part of quality assurance system the course/module is regularly evaluated.	
Reading List, valid from January 2008		
<p>Books: Nancy Tatom Ammerman (ed.). 2007. <i>Everyday Religion. Observing Religious Lives</i>. Oxford: Oxford University Press, = 238p</p>		

Compendium:

- M. Manazir Ahsan. (1989) 2002. "Dawa and its Significance for the Future", in: Susan Mumm (ed.): *Religion Today: A Reader*. Ashgate Publishing Limited, Aldershot Hants, pp. 184–187 = 4p
- Andrew Buckser. 2003. "Social Conversion and Group Definition in Jewish Copenhagen", in: A. Buckser and S.D. Glazier (eds.): *The Anthropology of Religious Conversion*, Rowman Littlefield Publisher, Lanham, pp. 69–83, = 15p
- Inge Eidsvåg, Tore Lindholm and Barbro Sveen. 2004. "The Emergence of Interfaith Dialogue: The Norwegian Experience", in: T. Lindholm et al (eds.): *Facilitating Freedom of Religion or Belief: A Deskbook*, Brill, Leiden, pp. 777–789, = 13p
- Isma'il Raji al-Faruqi. 1998. *Islam and other faiths*, Islamic Foundation, Leicester, pp. 305–318, = 14p
- Marianne C. Qvortrup Fibiger. 2003. "Multireligiosity Meets Theology: The Sri Lankan Tamils in Denmark", in: V. Mortenssen (ed.): *Theology and the Religions. A Dialogue*. W.B. Eerdmans Publishing Company, Grand Rapids, Michigan, pp. 108–114, = 7p
- Jon P. Kirby. 1994. Cultural Change & Religious Conversion in West Africa, in: Blakely, Thomas D., Walter E.A. Beek & Dennis L Thomson: *Religion in Africa*, James Currey/Heinemann, London/Portsmouth NH, pp. 56–71 = 16p
- Oddbjørn Leirvik. 2003. "Islam and Christian-Muslim Relations in Norway. Popular realities, political and religious responses, interfaith cooperation", in: *Islamochristiana* 29, pp.121–140, = 20p
- Nehemia Levtzion. 1979. *Conversion to Islam*. Holmes & Meier Publishers, New York & London, pp. 1–29, 177–188, 207–235, = 70p
- Anh Nga Longva. 1998. "The apostasy law in the age of universal human rights and citizenship. Some legal and political implications." Lecture, The 4th Nordic Conference on ME Studies, Oslo 13–16 August, <http://www.hf.uib.no/smi/pao/longva.html> 6p
- David Marshall. 2001. "Christianity in the Qur'an", in: Lloyd Ridgeon (ed.): *Islamic Interpretations of Christianity*. St.Martin's Press, New York, pp. 3–29, = 27p
- John S. Mbitit. 1989. *African Religions and Philosophy. Second Edition*. Heinemann, Oxford, pp. 256–271 = 16 p
- Meredith B. McGuire. 2002. *Religion. The Social Context*. 5th ed. Wadsworth Publishing Company, Belmont CA, pp. 1–22, = 24p
- Lissi Rasmussen. 1993. *Christian-Muslim Relations in Africa. The Cases of Northern Nigeria and Tanzania Compared*, British Academic Press, London, pp. 90–102, 107–111 = 18p
- Lamin Sanneh. 1997. *The Crown and the Turban. Muslims and West African Pluralism*, Westview Press, Oxford, pp. 30–46 = 17p
- Lamin Sanneh. 1994. Translatability in Islam & in Christianity in Africa: A Thematic Approach, in: Blakely, Thomas D., Walter E.A. Beek & Dennis L Thomson: *Religion in Africa*, James Currey/Heinemann, London/ Portsmouth NH, pp.22–45 = 24p
- Ataullah Siddiqui. 2000. "Fifty Years of Christian-Muslim Relations: Exploring and Engaging in a New Relationship", in: *Islamochristiana* 26, pp. 51–77, = 27p
- Marston Speight. 2001. "Christians in the Hadith Literature", in: Lloyd Ridgeon (ed.): *Islamic Interpretations of Christianity*. St.Martin's Press, New York, pp. 30–53, = 24p
- Notto R. Thelle. 2003. "Interreligious Dialogue: Theory and Experience", in: V. Mortenssen (ed.): *Theology and the Religions. A Dialogue*. W.B. Eerdmans Publishing Company, Grand Rapids, Michigan, pp. 129–136, = 8p
- Jacques Waardenburg. 2003. *Muslims and Others. Relations in Context*. Walter de Gruyter, Berlin / New York, 162–198, 241–272, 424–451, = 95p
- Kate Zebiri. 1997. *Muslims and Christians Face to Face*. Oneworld, Oxford, pp. 44–93, 50p

Sum:	733pp
The books and compendium are normally for sale at MHS	
Mode of assessment	
Standard evaluation	See description of the whole module
Alternative evaluation	See description of the whole module

COURSE	302	Intercultural Communication (10 ECTS-credits)
MODULE	30-erc	Encounters of Religions and Cultures (totally 30 ECTS-credits)
Description approved by HR item 03/06		<p>The course will give an introduction to the field of intercultural communication.</p> <p>Aims:</p> <ul style="list-style-type: none"> • To acquire deeper knowledge about global cultural diversity and the processes of modernization and globalization. • To acquire specific skills in analyzing situations of intercultural transactions. • To develop attitudes of empathy. • To develop abilities to communicate and co-operate with persons coming from different cultural backgrounds. <p>Description: Different theories of communication and their relevance in diverse situations of intercultural transactions are presented and discussed. Consequences of displacement and relocation in other countries are studied. Special focus on the situation of ethnic minorities in Norway and USA. Intercultural and interethnic encounters related to the positions of minorities versus majorities are also introduced in this course. Issues of globalization and the consequences for communication are studied.</p>
Teaching and forms of study		
Language of instruction	See description of the whole module	
Lectures/seminars		
Written essays		
Internships		
Exercises/seminars		
Miscellaneous on teaching and study		
Quality Assurance System	As part of quality assurance system the course/module is regularly evaluated.	
Reading List valid from August 2010		
<p>Books: Jandt, Fred E, 2007. <i>An Introduction to Intercultural Communication: Identities in a Global Community</i>. 5th ed. Thousand Oaks, CA.: Sage. Chp. 1, 2, 3, 4, 5, 6, 7, 12, 15.</p>		
		230 p

- Hiebert, Paul G., 2008. *Transforming Worldviews: an Anthropological Understanding of how People Change*. Grand Rapids, Mich.: Baker Academic. Chp. 1-9. 250 p
- McLeod, John, 2010. *Beginning Postcolonialism*. 2nd ed. Manchester: Manchester University Press. Chp. 1, 2, 6, 7, 8. 145 p
- Compendium:**
- Saussure, Ferdinand de, 1986. *Course in General Linguistics*. Chicago, Ill: Open Court. 65-70; 106-125. 26 p
- Gustafsson, Jan, 2006. "Culture and Interculturality as Signs and Boundaries – a Semiotic Approach." In *Bridges of Understanding. Perspectives on Intercultural Communication*, ed. Øyvind Dahl, Iben Jensen and Peter Nynäs, 59-71. Oslo: Oslo Academic Press. 12 p
- Fiske, John, 1990. *Introduction to communication Studies*. 2nd edition. London: Routledge. 39-63. 24 p
- Drønen, Tomas Sundnes, 2009. "Intercultural Communication and Religious Change – The Dii, Norwegian Missionaries and Ferdinand de Saussure." *Studia Theologica* 63: 3-18. 15 p
- Dahl, Øyvind, 2003. "Models of Communication and the Golden Moment of Misunderstanding." In *Intercultural Communication – Past and Future. Selected Papers Presented at the 7th Nordic Symposium for Intercultural Communication in Turku/Åbo, 2000*, ed. Nils G. Holm and Johanna Quiroz-Schaumann, 12-22. Turku/Åbo: Åbo Akademi/Fortbildningscentralen. 10 p
- Jensen, Iben, 2003. "The Practice of Intercultural Communication". *The Electronic Journal of Intercultural Communication*. Nr. 6. <http://www.immi.se/intercultural> 14 p
- Nynäs, Peter, 1999. "Ich kann mich nicht in Sie finden – The Role of Understanding in Intercultural Communication Theory." In *Intercultural Communication and Changing National Identities. Selected Papers Presented at Nordic Network for Intercultural Communication IV Annual Symposium, 6-9 November, 1997*, ed. Marju Lauristin and Leen Rahnu, 27-36. Tartu: Tartu University Press. 19 p
- Dahl, Øyvind. "The Meaning Matrix: A Model for the Study of Intercultural Communication." In *Language, Culture and Identity*, ed. Torben Vestergaard, 59-70. Aalborg: Aalborg University Press. 11 p
- Dahl, Øyvind. "Communication in a Globalized World". In *Aspects of Intercultural Dialogue*, ed. Nancy Aalto and Ewald Reuter, 95-107. Köln: Saxa Verlag. 12 p
- 768 p

The books and compendium are normally for sale at MHS

Mode of assessment

Standard evaluation	See description of the whole module
Alternative evaluation	See description of the whole module

COURSE	30-ERC-304	The Christian Church in a Global Context (10 ECTS-credits)
Description approved by HR-item /10		<p>Description: This course gives a descriptive overview and a critical analysis of some main trends and aspects of the profile, works and general outreach of the Christian Church in the contemporary global world. A special focus will be on the Church's encounter with non-western cultures, including other faiths.</p> <p>Aims:</p> <ul style="list-style-type: none"> • to acquire knowledge about various expressions and interpretations of Christian theology and practice in the worldwide Church • to gain insight into theoretical and practical perspectives of the encounter between Christianity and other religions • to be able to describe and discuss the focused topics analytically and under a critical perspective.
Teaching and forms of study		
Language of instruction	English	
Quality assurance		
Lectures		
Reading List, valid from August 2010		
<p>Books: Kim, Sebastian, and Kirsteen Kim. <i>Christianity as a World Religion</i>. London and New York: Continuum, 2008, pp. 1-22, 63-99, 172-209, 210-230. Shaw, M. <i>The Kingdom of God in Africa: A Short History of African Christianity</i>. Grand Rapids: Baker Books, 1996, pp. 127-289.</p> <p>Compendium: Cairns, H.A.C. <i>Prelude to Imperialism: British Reactions to Central African Society 1840-1890</i>. London; Routledge, 1965, excerpt on handout, approx 40 pp. Camps, Arnulf. <i>Partners in Dialogue. Christianity and Other Religions</i>. Maryknoll, New York: Orbis Books, 1983. pp. 11-21, 71-82. Cohen, Erik. "Christianization and Indigenization: Contrasting Processes of Religious Adaptation in Thailand." Pages 29-53 in <i>Indigenous Responses to Western Christianity</i>. Edited by S. Kaplan. New York: New York University Press, 1995. Cormilla, Catherine. <i>The im-Possibility of Interreligious Dialogue</i>. New York: The Crossroad Publishing Company, 2008, pp. 177-216. Grenz, S.J. and R.E. Olson. <i>20th Century Theology: God and the World in a Transitional Age</i>. Downers Grove, Illinois: InterVarsity Press, 1992 or later editions, pp. 200-36.. Jenkins, Philip. <i>The Next Christendom: The Coming of Global Christianity</i>. Revised and expanded revision. Oxford: Oxford University Press, 2007, pp.1-17, 263-266. Krieger, David J. "Methodological Foundations for Interreligious Dialogue." Pages 201-223 in <i>The Intercultural Challenge of Raimon Pannikar</i>. Edited by J. Prabhu. Maryknoll, New York: Orbis Press, 1996.</p>		

- Lorgunpai, Seree. "The Book of Ecclesiastes and Thai Buddhism." *The Asia Journal of Theology* 8:1 (1994): 155-162.
- Mbaekwe, I.J.S., *The Images of Africa in Sweden before 1914: Studies of six Types of persuasive Ideas*. Lund: Univ. of Lund, 1979, excerpt on handout, approx 60 pp.
- McGrath, Alister E. (ed). *The Christian Theology Reader*. Fourth edition. Malden: Blackwell, 2006, pp. 605-642.
- McGrath, Alister E. *Christian Theology: An Introduction*, Fourth edition. Oxford: Blackwell, 2007, pp. 445-63.
- Sritandon, Narin. "Thailand." Pages 238-265 in *Church in Asia Today: Opportunities and Challenges*. Edited by S. Athyal. Singapore: Asia Lausanne Committee for World Evangelization, 1996.
- Sugirtharajah, R.S. *Asian Biblical Hermeneutics and Postcolonialism: Contesting the Interpretations*. Maryknoll, New York: Orbis Books, 1998, pp. 3-28. 25 pp.
- Swanson, Herbert R. "Dancing to the Temple, Dancing to the Church: Reflections on Thai Theology." *Journal of Theologies and Cultures in Asia*. 1(2002): 59-78.
- Thompson, David M. "Introduction: Mapping Asian Christianity in the Context of World Christianity." Pages 3-21 in *Christian Theology in Asia*. Edited by S.C.H. Kim. Cambridge: Cambridge University Press, 2008.
- Wang, Kwok Nai. "Hong Kong." Pages 148-167 in *Church in Asia Today: Opportunities and Challenges*. Edited by S. Athyal. Singapore: Asia Lausanne Committee for World Evangelization, 1996.
- World Council of Churches. "Guidelines on Dialogue with People of Living Faiths and Ideologies", 1997. Tilgjengelig fra <http://www.oikoumene.org/en/resources/documents/wcc-programmes/interreligious-dialogue-and-cooperation/interreligious-trust-and-respect/guidelines-on-dialogue-with-people-of-living-faiths-and-ideologies.html>. Internett, åpnet 24.juni 2010.
- Yui, Yoshiaki. "Japan." Pages 20-49 in *Church in Asia Today: Opportunities and Challenges*. Edited by S. Athyal. Singapore: Asia Lausanne Committee for World Evangelization, 1996.
- Zhaoming, Deng. "China." Pages 94-133 in *Church in Asia Today: Opportunities and Challenges*. Edited by S. Athyal. Singapore: Asia Lausanne Committee for World Evangelization, 1996.
- The entries on China, Hong Kong, Japan and Thailand. Pages 139-158, 346-349, 411-415, 831-837 in *A Dictionary of Asian Christianity*. Edited by S.W. Sunquist. Grand Rapids, Michigan: Eerdmans, 2001.

The books and compendium are normally for sale at MHS

Mode of assessment

Standard evaluation	See description of the whole module
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Second Semester:

MODULE	30-AGS	Approaches to Global Studies (10 ECTS-credits)
Approved by HR item 15/06		<p>The module is <u>compulsory</u> for all students of the Master of Global Studies degree.</p> <p>Aims:</p> <ul style="list-style-type: none"> • To acquire knowledge of general trends of globalization • To acquire knowledge of the consequences and responses to globalization regarding different people groups in different parts of the world • To acquire skills in analyzing the global processes • To develop attitudes of awareness and concern related to the challenges of globalization. <p>Description:</p> <p>The international processes of globalization are studied. The various impacts of these processes on international communication, travel, production, markets, money, finance, organizations, military, terrorism, ecology, health, law, culture, and religion, and other sectors are discussed.</p> <p>Consequences of globalization processes for youth culture, church, religion, and development work are more specifically in focus.</p> <p>Global ethics in light of comparative religious ethics is another topic discussed in this course.</p>
Teaching and forms of study		
Language of instruction		English or Norwegian
Lectures/Seminars		Compulsory lectures/discussions, 12 hours
Written essays		Essays are required
Internship		
Exercises/seminars		Group work
Miscellaneous on teaching and study		
Quality Assurance System		As part of quality assurance system the course/module is regularly evaluated.
Reading list, valid from August 2007		
Books:		
Schirato, Tony & Jen Webb, 2003. <i>Understanding Globalization</i> . London: Sage. 213 p		
Scholte, Jan Aart, 2005. <i>Globalization: a critical introduction</i> . 2 nd ed. Basingstoke: Palgrave. Chp. 2, 7, 8, 9, 10, 11, 12 & conclusion. 228 p		
Maira, Sunaina and Elisabeth Soep, eds., 2005. <i>Youthsapes. The popular, the National, the Global</i> . Philadelphia: University of Pennsylvania Press. Foreword and Introduction, chp. 1, 5, 4, 7, 8, 9 131 p		
Compendium:		
Barber, Benjamin, 2008. "Jihad vs. McWorld." In <i>The Globalization Reader 3ed</i> , ed.		

Lechner and Boli, 32-38. Oxford: Blackwell.	7 p
Stiglitz, Joseph E, 2008. "Globalism's Discontent." In <i>The Globalization Reader 3ed</i> , ed. Lechner and Boli, 208-215. Oxford: Blackwell	8 p
Roy, Olivier, 2008. "Globalized Islam: The Search for a New Ummah." In <i>The Globalization Reader 3ed</i> , ed. Lechner and Boli, 364-369. Oxford: Blackwell.	6 p
Jenkins, Philip, 2008. "The Christian Revolution." In <i>The Globalization Reader 3ed</i> , ed. Lechner and Boli, 379-386. Oxford: Blackwell.	7 p
Marshall-Fratani, Ruth, 2001. "Mediating the Global and Local in Nigerian Pentecostalism." In <i>Between Babel and Pentecost. Traditional Pentecostalism in Africa and Latin America</i> , ed. Corten and Marshall-Fratani, 80-105. London: Hurst.	26 p
Leirvik, Oddbjørn, 2004. "Liberal and Conservative Responses to Globalisation: the Case of the Norwegian Pentecostal Missionary Aril Edvardsen." In <i>The Power of Faiths in Global Politics</i> , ed. Sturla J. Stålsett and Oddbjørn Leirvik with Peter Beyer, 165-170. Oslo: Novus Press.	5 p
Holm, Nils G., 2003. "Islam as a Danger. Some Religio-Psychological Comments." In <i>Intercultural Communication – Past and Future</i> , ed. Nils G. Holm and Johanna Quiros-Schauman, 100-107. Turku: Åbo Akademi, Fortbildningscentralen.	7 p
Bausinger, Herman, 1999. "Intercultural Demands and Cultural Identity." In <i>Language, Culture and Identity</i> , ed. Torben Vestergaard, 11-23. Aalborg: Aalborg University Press.	12 p
Lehtonen, Jaakko, 2003. "Globalization, National Cultures and the Paradox of Intercultural competence." In <i>Intercultural Communication – Past and Future</i> , ed. Nils G. Holm and Johanna Quiros-Schauman, 140-156. Turku: Åbo Akademi/Fortbildningscentralen.	16 p
<i>The Millennium Development Goals Report</i> , 2006. United Nations. http://unstats.un.org/unsd/mdg/Resources/Static/Products/Progress2006/MDGReport2006.pdf	32 p
Myers, Bryant L., 1999. <i>Walking with the Poor. Principles and Practices of Transformational Development</i> . Maryknoll, New York: Orbis Books. Ch. 5: "Toward a Christian understanding of transformational development," 111-136.	25 p
King, Sallie, 2000. "A Global Ethic in the Light of Comparative Religious Ethics." In <i>Explorations in Global Ethics: Comparative Religious Ethics and Interreligious Dialogue</i> , ed. Sumner B. Twiss and Bruce Grelle, 118-140. Boulder: Westview Press.	23 p
Walzer, Michael, 1994. "Moral Minimalism." In <i>Thick and Thin: Moral Argument at Home and Abroad</i> . Notre Dame, Ind.: NDUP, 1-19.	<u>20 p</u> 766 p

The books and compendium are normally for sale at MHS	
Mode of assessment	
Standard evaluation	4 hour written school examination. Grade evaluation

MODULE	30-EL1IC	Elective module 1: Intercultural Communication Studies (10 ECTS-credits)				
Approved by HR item 15/06		<p>The module is one elective module of the Master of Global Studies degree.</p> <p>Aims:</p> <ul style="list-style-type: none"> • To acquire knowledge about global cultural diversity and the processes of modernization and globalization. • To acquire skills in analyzing situations of intercultural transactions. • To develop efficient tools for the practical or theoretical study of topics related to intercultural challenges • To develop abilities to communicate and co-operate with persons having different cultural backgrounds. <p>Description:</p> <p>The module consists of two main parts:</p> <p>1. Central concepts, principles and structures of the field of intercultural communication are introduced and discussed. The module will comprehend theoretical considerations from social anthropology, social psychology, linguistics, and semiotics. Some applications of the theory are introduced such as the fields of migration, media, international business, development co-operation, law, health, education, politics and the use of power.</p> <p>2. Preparation of an independent essay, which includes an analysis of political, religious, cultural or social problems from an intercultural perspective.</p> <p>The analysis has to include at least one or more of the theoretical problem approaches introduced in part 1 of the course. The student is expected to develop greater knowledge and comprehension of the chosen theme through this work, which can be done either as group work, or individually. The analysis is presented in the form of an essay and may also be orally presented in class.</p>				
		<p>Teaching and forms of study</p> <table border="1"> <tr> <td>Language of instruction</td> <td>English or Norwegian</td> </tr> <tr> <td>Lectures/Seminars</td> <td>Seminars/ Discussions, 12 hours</td> </tr> <tr> <td>Written essays</td> <td> <p>The amount of words +/- 10 % in the essay has to be as follows: 1 student: 5000w, 2 students: 7 500w, 3 students: 10 000w, 4 students: 12 500w, 5 or more students: 15 000w. The teacher/ tutor is allowed to alter this requirement. Project description of the essay has to be approved by the tutor. The essay has to be submitted in four copies (assuming only one student) e.g. one copy for the student, one for the tutor, one for the examiner and one for the secretariat. The essay must be submitted no later than</p> </td> </tr> </table>	Language of instruction	English or Norwegian	Lectures/Seminars	Seminars/ Discussions, 12 hours
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Lectures/Seminars	Seminars/ Discussions, 12 hours					
Written essays	<p>The amount of words +/- 10 % in the essay has to be as follows: 1 student: 5000w, 2 students: 7 500w, 3 students: 10 000w, 4 students: 12 500w, 5 or more students: 15 000w. The teacher/ tutor is allowed to alter this requirement. Project description of the essay has to be approved by the tutor. The essay has to be submitted in four copies (assuming only one student) e.g. one copy for the student, one for the tutor, one for the examiner and one for the secretariat. The essay must be submitted no later than</p>					

	two weeks before the examination.
Exercises/seminars	Problem or context oriented group work.
Miscellaneous on teaching and study	The preparation of the essay may be done either as group work or individually. The essay concluding the semester must be prepared in English or Norwegian.
Quality Assurance System	As part of quality assurance system the course/module is regularly evaluated.
Reading list, valid from August 2009	
Books:	
Blasco, Maribel, and Jan Gustafsson. <i>Intercultural alternatives: critical perspectives on intercultural encounters in theory and practice</i> . [Copenhagen]: Copenhagen Business School Press, 2004. (Chapters 1, 3, 5, 6, 7) 150 p	
Byram, Michaël. <i>Teaching and assessing intercultural communicative competence</i> . Clevedon: Multilingual Matters, 1997. 124 p	
Dahl, Øyvind, Iben Jensen and Peter Nynäs (eds.) (2006): <i>Bridges of Understanding. Perspectives on Intercultural Communication</i> , Oslo: Oslo Academic Press. 280 p	
Compendium:	
Gadamer, Hans-Georg. <i>Truth and method</i> . New York: Continuum, 1989, 265-307. 42 p	
Roy, Abhik and William J. Starosta. "Hans-Georg Gadamer, language, and Intercultural Communication" in <i>Language and Intercultural Communication 1</i> (2001): 6-20. 14 p	
Geertz, Clifford. <i>The Interpretation of Cultures</i> . New York, NY: Basic Books, 1973, 3-30. 27 p	
Bennett, Milton J. "Intercultural Communication. A Current Perspective." In Bennett, Milton J. (eds.) <i>Basic concepts of Intercultural communication. Selected readings</i> . Yarmouth, CA: Intercultural Press, 1998, 1- 34. 32 p	
Dahl, Øyvind. "The Problem of Meaning in Intercultural Communication." In Maria Isaksson and Felicia A. Røkaas (eds.), <i>Conflicting Values: An Intercultural Challenge</i> . Selected papers from the 1999 NIC Symposium in Oslo. Oslo: Norwegian School of Management BI. Department of Communication, Culture and Language, 2000, 133-141. 8 p	
Dahl, Øyvind. "The Dynamics of Communication". In <i>The Intercultural perspective in a multicultural world: 11th NIC-conference</i> . ed. Gard, Eilef J. and Birte Simonsen, Kristiansand: Universitetet i Agder, 2008, 27-46. 19 p	
Hall, Edward T. "The Power of Hidden Differences." In Bennett, Milton J. (ed.) <i>Basic concepts of Intercultural communication. Selected readings</i> . Yarmouth (CA): Intercultural Press, 1998, 53 – 66. <u>13 p</u>	
702 p	
The books and compendium are normally for sale at MHS	
Mode of assessment	

Standard evaluation	Evaluation consists of two parts: 1. A written essay is compulsory for all students. Grade evaluation. Weight: 1/2 2. An examination of the curriculum literature and defense of the essay. Oral examination. Grade evaluation. Weight: 1/2
Alternative evaluation	4 hour written school examination. Grade evaluation

MODULE	30-EL2DD	Elective module 2: Development and Diakonia Studies (10 ECTS-credits)
Approved by HR item 15/06		<p>The module is one elective module of the Master of Global Studies degree.</p> <p>Aims:</p> <ul style="list-style-type: none"> • To acquire knowledge about diakonia and development work related to international challenges. • To acquire skills in analyzing development work in contemporary world. • To develop efficient tools for analyzing topics related to development and diakonia. • To develop practical skills relevant to the direction of development work. <p>Description: The module consists of two main parts: 1. Central concepts, principles and structures of the field of diakonia and development are introduced. The main themes are: a. Diakonia and development work in a global world b. Human Rights and development. 2. Preparation of an independent essay of a selected topic within one of the themes mentioned above. The analysis has to include at least one or more of the theoretical problem approaches introduced in part 1 of the course. The work may be done either as group work or individually. The analysis is presented in the form of an essay and may also be orally presented in class.</p>
Teaching and forms of study		
Language of instruction	English or Norwegian	
Lectures/Seminars	Seminars, Discussions, 12 hours	
Written essays	The amount of words +/- 10 % in the essay has to be as follows: 1 student: 5000w, 2 students: 7 500w, 3 students: 10 000w, 4 students: 12 500w, 5 or more students: 15 000w. The teacher/ tutor is allowed to alter this requirement. Project description of the essay has to be approved by the tutor. The essay has to be submitted in four copies (assuming only one student) e.g. one copy for the student, one for the tutor, one for the examiner and one for the secretariat. The essay must be submitted no later than two weeks before the examination.	
Internship		

Exercises/seminars	Problem or context oriented project work in groups.
Miscellaneous on teaching and study	The preparation of the essay can be done either as group work or individually. The essay concluding the semester must be prepared in English or Norwegian.
Quality Assurance System	As part of quality assurance system the course/module is regularly evaluated.
Reading list, valid from January 2010	
1. Diakonia and development work in a global world:	
The Lutheran World Federation (2009): <i>Diakonia in Context. Transformation, Reconciliation, Empowerment</i> . Switzerland. 100 p.	
Myers, Bryant L. (1999): <i>Walking with the Poor. Principles and Practices of Transformational Development</i> . Maryknoll, New York: Orbis Books. Ch. 1 (p.1 – 20); Ch. 3, (p. 57-90), Ch. 4, (p.91 – 110); Ch. 6, (p. 137 – 167); Ch. 7, (p. 168 – 197). 135 p	
Norwegian Church Aid: <i>Together for a just World. Working to uphold Human Dignity</i> . 2005-2009. NCA Global Strategic Plan. 7 p	
Walker, B. (1999): “Christianity, development, and women’s liberation”, in <i>Gender and Development</i> . Gender, Religion, and Spirituality. Vol. 7, No.1 An Oxfam Journal. 7 p	
2. Human Rights and Development	
Uvin, P. (2004): <i>Human Rights and Development</i> . Kumarian Press, Inc. Part II (p.47 -202) 155 p	
Momsen, J. (2004): <i>Gender and Development</i> . Routledge, London and New York. Ch. 1, (p.1 -21); Ch.6 – 8, (p.136 -219). 83 p	
Chambers, R. (2000): <i>Whose Reality Counts? Putting the first last</i> . ITDG Publishing, London. Ch. 1 – 2 (p.1 -34); Ch. 6 – 8 (p. 102 – 187); Ch. 10, (p. 210 – 239). 145 p	
Desai, V. and Potter R.B. (eds) (2002): “Rural development”, Ch. 3 (p 145 – 180) and “Agents of development”, Ch. 10. (p. 471 - 477, 489 – 499, 508 – 513) , in <i>The Companion to Development Studies</i> . Oxford University Press, New York. 56 p	
Borchgrevink, A. (2006): “Dingos, Gringos and Other Animals in the Field of Development: Aid and NGOs”, in Banik, D. (ed): <i>Poverty, Politics and Development</i> . Fagbokforlaget, Oslo. 23 p	
711 p	
The books and compendium are normally for sale at MHS	
Mode of assessment	
Standard evaluation	Evaluation consists of two parts: 1. A written essay is compulsory for all students. Grade evaluation. Weight: ½

	2. An examination of the curriculum literature and defense of the essay. Oral examination. Grade evaluation. Weight: ½
Alternative evaluation	4 hour written school examination. Grade evaluation

MODULE	30-EL3RG	Elective module 3: Religion and Global Issues (10 ECTS-credits)
		<p>The module is one elective module of the Master of Global Studies degree.</p> <p>Aims:</p> <ul style="list-style-type: none"> • To acquire knowledge about religion and ethics in a global perspective • To acquire knowledge about the relationship between religion, peace and security: • To acquire skills in analyzing religious and ethical issues in contemporary world. • To develop attitudes of respect and tolerance towards different religions and cultural variations. <p>Description:</p> <p>The module consists of two main parts:</p> <p>1. An interdisciplinary—Science of Religion and Systematic Theology—presentation of social and ethical aspects of the world religions particularly concerning questions related to different kinds of war, peace and security.</p> <p>The main themes are:</p> <p>a. Religion and Ethics in a Global Perspective.</p> <p>b. Religion, Peace and Security</p> <p>Central concepts, principles and structures of the field of Religion and Global Issues are introduced and discussed with the intention of developing efficient tools for the practical or theoretical study of topics related to socio-religious and ethical challenges internationally.</p> <p>2. An independent essay of a selected topic within one of the two themes, “Religion and Ethics in a Global Perspective” or “Religion, Peace and Security”. The analysis has to include at least one or more of the theoretical problem approaches introduced in part 1 of the course. The student is expected to develop greater knowledge and comprehension of the chosen theme through this work, which may be done either as group work or individually. The analysis is presented in the form of an essay and may also be orally presented in class.</p>
Approved by HR item 15/06		
Teaching and forms of study		
Language of instruction		English or Norwegian
Lectures/Seminars		Seminars / Discussions, 12 hours
Written essays		The amount of words +/- 10 % in the essay has to be as follows: 1 student: 5000w, 2 students: 7 500w, 3 students: 10 000w, 4 students: 12 500w, 5 or more students: 15 000w. The teacher/ tutor is allowed to alter this requirement. Project description of the essay has to be approved by the tutor. The essay has to be submitted in four copies (assuming only one student) e.g. one

	copy for the student, one for the tutor, one for the examiner and one for the secretariat. The essay must be submitted no later than two weeks before the examination.
Internship	
Exercises/seminars	Problem or context oriented project work in groups.
Miscellaneous on teaching and study	The preparation of the essay may be done either as group work or individually. The essay concluding the semester must be prepared in English or Norwegian.
Quality Assurance System	As part of quality assurance system the course/module is regularly evaluated.

Reading list, valid from August 2010

Books:

Introduction:

Herbert, David (2003): *Religion and Civil Society. Rethinking Public Religion in the Contemporary World*. Aldershot: Ashgate, pp. 1–154. 155p

Religion and Ethics in a Global Perspective:

Runzo, Joseph & Nancy M. Martin (eds.) (2001): *Ethics in the World Religions*. Oxford: Oneworld, pp. 19–269. 251 p

Religion, Peace and Security:

Graham, Gordon (1998). *Ethics and International Relations*. Oxford: Blackwell, 1–156 pp; 156 p

Compendium:

Huntington, Samuel (1993): “A clash of civilizations?” *Foreign Affairs Magazine* 72, no 3, pp. 22–49. 26 p

Weber, Cynthia (2005): “Modernization and Development Theory. Is there a Clash of Civilization?” in *International Relations Theory. A Critical Introduction*. 2nd ed. London: Routledge; pp.151–176. 26 p

Tibi, Bassam (1996): “War and Peace in Islam”, in Terry Nardin (ed.) *The Ethics of War and Peace: Religious and Secular Perspectives*. Princeton: Princeton University Press, pp. 128–145. 18 p

Luttwak, Edward (1994): “The Missing Dimension”, in Johnston, Douglas & Cynthia Sampson (eds.), in *Religion, The missing Dimension of Statecraft*, Oxford: OUP, pp. 8–19. 12 p

Johnston, Douglas (1994): “The Churches and Apartheid in South Africa”, in Johnston, Douglas & Cynthia Sampson (eds.), in *Religion, The missing Dimension of Statecraft*. Oxford: OUP, pp. 177–207. 31 p

SUM: 675 p

The books and compendium are normally for sale at MHS

Mode of assessment

Standard evaluation	Evaluation consists of two parts: 1. A written essay is compulsory for all students. Grade evaluation. Weight: 1/2 2. An examination of the curriculum literature and defense of the essay. Oral examination. Grade evaluation. Weight: ½
Alternative evaluation	4 hour written school examination. Grade evaluation

MODULE	30-TSRM	Theory of Science and Qualitative Research Methods (10 ECTS-credits)
Approved by HR item 38/07		<p>The module is compulsory for all students of the Master of Global Studies degree.</p> <p>Aims:</p> <ul style="list-style-type: none"> To acquire knowledge about different theories and methods of research related to global studies, in particular qualitative research methods. To prepare the student to carry out qualitative research To develop attitudes of ethical research methods. <p>Description:</p> <p>The students will be introduced to basic elements of scientific theory enabling them to recognise ethical, logical and methodological dimensions of research and consequences of research-choices. The students will especially be trained to acquire knowledge and skills in qualitative research work, which aims to prepare them to carry out fieldwork related to a selected topic. The students will be given an introduction to what methods that are available within a qualitative research methodology. They will acquire skills in understanding and doing qualitative fieldwork and become familiar with data collection, organisation and analysis. The students will in addition acquire basic knowledge of methodological approaches within Biblical studies, and it will be suggested how qualitative methods can be applied in the Biblical discipline.</p>
Teaching and forms of study		
Language of instruction	English or Norwegian	
Lectures/Seminars	Lectures, Seminar presentations, 12 hours	
Written essays	Each student normally submit one Essay.	
Internship		
Exercises/seminars	Group work/seminars	
Miscellaneous on teaching and study		
Quality Assurance System	As part of quality assurance system the course/module is regularly evaluated.	
Reading list, valid from August 2009		

Chalmers, A.F. (2007): *What is this thing called Science?* (3rd ed. 1999, repr.2007)
 Buckingham: Open University Press, pp.1–253. 253 p

In English:

Hammersley, Martyn and Paul Atkinson (2007): *Ethnography – Principle in Practice* (3rd ed.) London: Routledge. 266 p

or

In Norwegian:

Hammersley, Martyn and Paul Atkinson (2006): *Feltmetodikk: Grunnlaget for feltarbeid og feltforskning*. Oslo: Ad Notam Gyldendal. 319 p

Murray, Paul D (2005): “Truth and Reason in Science and Theology: Points of tension, correlation and compatibility”, in *God, Humanity and the Cosmos* (2nd ed.). London; New York: T & T Clark, pp.82–115. 33 p

Sugirtharajah, R. S. (2006) *The Postcolonial biblical reader*. Malden, Mass.: Blackwell Pub. (appr. 100 pages to be selected by the lecturer) 100 p

Bryman, Alan: “The Debate about Quantitative and Qualitative Research.” In Bryman, Alan & Burgess, Robert G.(1999): *Qualitative Research*, vol. I, London: Sage Publications, (ch 3, pp. 35 – 69). 34 p

Drønen, Tomas Sundnes. “Anthropological Historical Research in Africa: How Do We Ask?” in *History in Africa* 33 (2006): 137-153. 16 p

702 p

The books and compendium are normally for sale at MHS

Mode of assessment

Standard evaluation

4 hour written school examination. Grade evaluation

Third Semester

MODULE	30-FSMGS	Field of specialization, (30 ECTS-credits)
<p>Approved by HR item 15/06</p>		<p>The module is a specialization preparing the student for the thesis work.</p> <p>Aims: The student's work should aim:</p> <ul style="list-style-type: none"> • To prepare the writing of the thesis in the fourth semester. • To collect the necessary data for the elaboration of the thesis. • To acquire methodological skills and theoretical knowledge for writing the thesis <p>Description: This module <u>must be related at least to one of the following subjects:</u> Christian Studies, Religious Studies or Study of Cultures and Intercultural Communication</p> <p>The student shall as soon as possible, and at the latest during the first week of the second semester, propose a preliminary Project Description including a preliminary work title and the need for data collection. The proposal shall clarify whether the student stays at MHS or abroad during the third semester.</p> <p>Before the collection of data in this third semester all students shall:</p> <ol style="list-style-type: none"> 1. Attend a seminar, normally in the 5th term the second semester, conducted by some of the tutors giving guidelines related to the writing of their chosen thesis. 2. Write a Project Description (2500 words +/-10%) that covers central methodological challenges related to the specific topic chosen for his or her thesis. This Project Description is compulsory and must be approved by MHS before the writing of the thesis begins. <p>The module is to be organized within one of the five following models (a-e):</p> <p>a) <u>Text studies.</u> The student selects relevant readings of ca 2100 pp. approved by the tutor at MHS. The evaluation of 15 ECTS is covered by an essay (4500 words +/- 10%), graded "Pass"/"Fail", during term II, (Course code: 30-FSMGS-382) and the last 15 ECTS/1000-1100 pp. is covered by an oral examination, during term III, graded "Pass"/"Fail" (Course code: 30-FSMGS-380).</p> <p>One part of a) can be the module 30-SPP Sharing the same prothets (10 ECTS credits).</p> <p>b) <u>Fieldwork.</u> Collection of data involving fieldwork, in Norway or abroad, related to the chosen theme of the thesis. The student is responsible for the practical organization of the work. The field work has normal length of 5 weeks and is evaluated by a field report of 10-15 pgs. which must be handed in to the MHS administration not later than the last Thursday in Term II</p>

	<p>The tutor at MHS must approve the project. 15 ECTS is evaluated by a Field report (4500 words +/- 10%) based on the fieldwork, graded “Pass”/”Fail” (Course code: 30-FSMGS-381). The student will also select relevant readings approved by the tutor at MHS. This Reading material, of 15 ECTS/1000-1100pp. is evaluated by an oral examination graded “Pass”/”Fail” (Course code: 30-FSMGS-380).</p> <p>One part of b) can be the module 30-SPP Sharing the same prothets (10 ECTS).</p> <p>c) Stay for purposes of <u>study at an accredited institution abroad</u>. After agreement with MHS, the student may include a study period at a foreign institution or university during the third semester. After agreement with MHS such studies can be combined with field studies. The student is responsible for the practical organization of the stay. Shorter stays abroad provide that there shall also be required reading and examination at MHS. The tutors do the quality assurance to avoid overlapping syllabi and approve the stay in co-operation with the administration. The total work of this semester must be equivalent to 30 ECTS credits.</p> <p>Biblical subjects compulsory for those students that prepare for a <u>thesis in Biblical Studies</u> without having a Bachelor in Theology. <u>These students select:</u></p> <p>Either:</p> <p>d) 20 points Greek from the BTh with an oral examination, <u>graded “Pass”/”Fail”</u>.</p> <p>Or:</p> <p>e) 20 points Hebrew from the BTh with an oral examination, <u>graded “Pass”/”Fail”</u>.</p> <p>For both d) and e): 10 ECTS (Course code: 30-FSMGS-383 Biblical studies) relevant reading material approved by the tutor at MHS evaluated with a written test, grade evaluation.</p> <p>All modules may include methodology readings up to 10 points</p>															
	<table border="1"> <thead> <tr> <th data-bbox="384 1592 991 1637">Courses</th> <th data-bbox="991 1592 1315 1637">Code</th> <th data-bbox="1315 1592 1493 1637">Credits</th> </tr> </thead> <tbody> <tr> <td data-bbox="384 1637 991 1693">Text studies</td> <td data-bbox="991 1637 1315 1693">30-FSMGS-380</td> <td data-bbox="1315 1637 1493 1693">15</td> </tr> <tr> <td data-bbox="384 1693 991 1749">Fieldwork</td> <td data-bbox="991 1693 1315 1749">30-FSMGS-381</td> <td data-bbox="1315 1693 1493 1749">15</td> </tr> <tr> <td data-bbox="384 1749 991 1805">Text studies II</td> <td data-bbox="991 1749 1315 1805">30-FSMGS-382</td> <td data-bbox="1315 1749 1493 1805">15</td> </tr> <tr> <td data-bbox="384 1805 991 1861">Biblical studies</td> <td data-bbox="991 1805 1315 1861">30-FSMGS-383</td> <td data-bbox="1315 1805 1493 1861">10</td> </tr> </tbody> </table>	Courses	Code	Credits	Text studies	30-FSMGS-380	15	Fieldwork	30-FSMGS-381	15	Text studies II	30-FSMGS-382	15	Biblical studies	30-FSMGS-383	10
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Text studies II	30-FSMGS-382	15														
Biblical studies	30-FSMGS-383	10														
<p>Teaching and forms of study</p>																
Language of instruction	English or Norwegian,															
Written essays	Project Description															

Quality Assurance System	As part of quality assurance system the course/module is regularly evaluated.
Mode of assessment	
Standard evaluation	See description for the alternatives.

MODULE:	30-SSP	Elective module: Sharing the same prophets (10 ECTS-credits)
DESCRIPTION: APPROVED HR ITEM 21/08	The course focuses on the five Biblical persons most frequently mentioned as Prophets in the Qur'ân; Noah, Abraham, Joseph, Moses and Jesus. The course introduces Muslim and Christian understandings of their respective texts and persons, keeping relevant Judaic background perspectives in mind and also including historical and comparative perspectives. The course aims at giving the students insights in the ways the two religions are interpreting the same historical persons and their roles in the history of revelation and develop their competence to compare different aspects of Christianity and Islam based on these insights.	
Teaching and forms of study		
Language of Instruction	English	
Miscellaneous on teaching and study	The module is an interdisciplinary module that can be studied as an elective module in the disciplines Old Testament, New Testament, Mission Theology and Science of Religion in the MHS Master of Theology program as well as in the third semester of the MHS Master of Global Studies program.	
Quality Assurance System	As part of quality assurance system the course/module is regularly evaluated.	
Literature, approved May 2008		
<p>Texts from the Bible on Noah, Abraham, Joseph, Moses and Jesus Texts from the Qur'an and the Hadith on Noah, Abraham, Joseph, Moses and Jesus Total: 135 pages Ginzberg, Louis: <i>Legends of the Bible</i>, Jewish Publication Society, Philadelphia/Jerusalem, 1909/1992, 90 pages Dyrness, William: <i>Themes in Old Testament Theology</i>, Downers Grove IL, InterVarsity Press, 1979, pp. 113-126, 211-224, 28 pages Brueggemann, Walter: <i>Theology of the Old Testament. Testimony, dispute, advocacy</i>. Fortress Press, Minneapolis MN, 1997, pp. 622-649, 28 pages Dunn, James D. G.: <i>Jesus remembered</i>, Eerdmans, Grand Rapids MI/Cambridge, 2003, pp. 615-704, 90 pages Ibn Kathir, Imam Imadduddin Abdul-Fida Ismail: <i>Stories of the Prophets</i>, Riyadh, Saudi-Arabia (undated), 50 pages Azzam, Leila, <i>The lives of the Prophets</i>, Cambridge, Hud Hud Books, 1995, 20 pages Shad, Abdu Rehman, <i>From Adam to Muhammad</i>, Lahore, Kazi Publications 1983, 30 pages Wheeler, Brannon M., <i>Introduction to the Quran: Stories of the Prophets</i>, London & New York, 2002, Continuum, 50 pages Wheeler, Brannon M. <i>Prophets in the Quran. An introduction to the Quran and Muslim</i></p>		

<p><i>exegesis</i>, London & New York, 2002, Continuum, 200 pages pages</p> <p>The books and compendium are normally for sale at MHS</p>		<p>Total: 701</p>
<p>Mode of assessment</p>		
<p>Standard evaluation</p>	<p>6 hour written examination over a given topic. Evaluation with grades.</p>	
<p>Alternative evaluation</p>	<p>3 days home examination over a given topic. Evaluation with grades/With 80 % attendance: Essay of 4500 words (+/- 10 %) with grades</p>	

Fourth Semester

MODULE	30- MATH	Master Thesis (30 ECTS-credits)							
Approved by HR item 15/06	<p>Aims: During the study of the Master’s Degree program the student shall carry out an independent research project and write a Master’s Thesis of 30 ECTS credits, which is one semester’s work.</p> <p>Description: The thesis must be anchored to the work in the third semester in either Christian Studies, Religious Studies or Study of Cultures and Intercultural Communication.</p> <p>The anchoring must be done in agreement with the MHS to secure proper tutoring. A member of the academic staff at MHS will be appointed as a tutor. The student shall inform MHS of his/her fields of specialization for research and writing. MHS must approve this, taking into account the tutor capacity of the school.</p> <p>The student shall as soon as possible, and no later than during the second term of the third semester, elaborate a Project Description that outlines the preliminary work title, research problem, current research, chosen methodology and theories, the need for data collection, outline for analysis, etc. This Project Description must be approved by the MHS before writing the thesis.</p> <p>The length of the thesis should be 60–80 pages. It has to be written with 1.5 line spacing and 12-point size of character [<i>Times New Roman</i>] with 2.54cm margins.</p> <p>The thesis should be submitted to the School of Mission and Theology in four copies (two unbound and two bound copies) and one electronic version on CD-ROM. One copy and the electronic version will be made available through the library.</p> <p>The thesis shall demonstrate the student’s ability to do independent, professional, research-based work.</p> <p>Master thesis shall be written in Norwegian or English. Other languages are exceptions and may be granted on special applications.</p> <p>MHS will announce the deadline for submitting the thesis in the course of the semester.</p>								
	<p>Teaching and forms of study</p> <table border="1"> <tr> <td>Written essays</td> <td>Master thesis</td> </tr> <tr> <td>Internship</td> <td></td> </tr> <tr> <td>Exercises/seminars</td> <td>A seminar can be arranged where students can present and have some responses to a draft of part of their master thesis.</td> </tr> <tr> <td>Quality Assurance System</td> <td>As part of quality assurance system the course/module is regularly evaluated.</td> </tr> </table> <p>Mode of assessment</p>		Written essays	Master thesis	Internship		Exercises/seminars	A seminar can be arranged where students can present and have some responses to a draft of part of their master thesis.	Quality Assurance System
Written essays	Master thesis								
Internship									
Exercises/seminars	A seminar can be arranged where students can present and have some responses to a draft of part of their master thesis.								
Quality Assurance System	As part of quality assurance system the course/module is regularly evaluated.								

Standard evaluation	Evaluation with grades.
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School of Mission and Theology

Misjonsshøgskolen

Address: Misjonsmarka 12, N-4024 Stavanger, Norway

Phone: (+ 47) 51 51 62 10, Fax: (+ 47) 51 51 62 25

Home site: <http://www.mhs.no>

E-mail: post@mhs.no

Gifts can be sent to the following account

Bankgiro 8220.02.85073

Owner: The Norwegian Missionary Society