

CURRICULUM MAP CRCS UGM

Visi & Mission	Graduate Profile			Graduate Learning Outcome								Course Learning Outcome	Course	SKS/ Credit	Semester	
	Educator	Researchers	Facilitators for community	Behavior		Mastery of knowledge		Special Skill		General Skill						
				GLO 1	GLO 2	GLO 3	GLO 4	GLO 5	GLO 6	GLO 7	GLO 8					
Vision: To be an educational and research institution in religious and cross-cultural studies that has an eminence and international reputation to foster democratic, multicultural, and just society of Indonesia				✓								1. Students are open minded and critical to religious studies and religious phenomena.	Academic Study of Religion	3		
	✓					✓						2. Students are able to analyze concepts of religion based on classical and contemporary theories.				
	✓							✓				3. Students are able to analyze the development of religious studies as an interdisciplinary study.				
		✓							✓			4. Students are able to critically apply interdisciplinary approaches in analyzing sociocultural and religious issue				
Mission: 1. To organize MA program in the field of religious and cross-cultural studies that emphasize interdisciplinary, critical, and professional perspective 2. To conduct research in the field of religious and cross-cultural studies to produce in-depth knowledge and beneficial to the stakeholders 3. To conduct public education to promote democratic, multicultural and just society of Indonesia				✓								1. Students are able to explain key concepts of the main theories of religion and know how to critically use them in their research.	Teaching World Religion	3		
				✓								2. Students are able to explain the basic tenets, rituals and worship, history, institution, sects, cultural practices and traditions in each major world religion studied in the class.				
	✓					✓						3. Students are able to explain the differences and similarities of major world religions as well as the diversity within each tradition in its changing contexts without being trapped into either absolutism or relativism.				
	✓								✓			4. Students are able to analyze central issues in each tradition, especially on the notion of the divine or the ultimate reality, the different positions and roles of scripture in relation to tradition, religious law and authority, sacred space and material culture, religion and political order, as well as how and why each tradition responds to the challenge of modernity and globalization the way it does.				
	✓				✓							5. Students know how to explore their knowledge and understanding into specific topics for further research.	Religion, Violence and Peacebuilding	3	1	
	✓	✓		✓								1. Students are able to discuss key theories of conflict, violence and peacebuilding and identify the patterns and varied role of religion in violence and peacebuilding beyond the diametrical views that sees religion as inherently or uniquely violent or peaceful.				
	✓	✓			✓							2. Students are able to describe how various dimensions of religion can provide sources of violence and resources for peacebuilding and explain why religious and ethnically plural societies can be peaceful or violent.				
			✓			✓	✓					3. Students are able to apply and reflect on prominent theoretical frameworks to conduct research on violence and peacebuilding, faith-based social movement, violent extremism, radicalization and de-radicalization, and best practice in interfaith and interethnic relations.				
			✓						✓			4. Students are able to use strategic peacebuilding theory to design intervention program to address transform conflict and violence in religious context into a sustainable peace.	Religion, Gender, and Postcolonialism	3		
	✓			✓								1. Students are able to explain the interconnectedness of religion, gender, and global power relations and show awareness of the fact that religious and gender identities is not given, but are socially constructed in particular contexts, shaped by existing power structures.				
	✓					✓						2. Students are able to explain the development of a new view on familiar discourses and debates, through postcolonial and gender perspectives.				
		✓					✓			✓		3. Student have the ability to recognize colonial discourses and their effects, to understand the risk of falling into the trap of becoming part of them, and to develop rhetorical strategies of resistance.				
	✓	✓			✓							1. Students understand the recent scholarly discourse on models of religion-state-society relationship.	Religion, State and Society	3		
	✓	✓						✓				2. Students are able to analyze the contemporary phenomenon of religious resurgence and its impacts on politics in the world (with special emphasis on Southeast Asia, Indonesia, India and a few Western countries).				
			✓						✓			3. Students are able to critically apply the theories and perspectives studied in class for their own studies.				
	✓	✓		✓									1. Students are able to show their concerns with interreligious issues, notably in relationship with Christianity and Indonesian Christianity for the establishment of a dialogue for an inclusive, just and sustainable society.	Advanced Study of Religion (Christianity)*	3	
	✓	✓				✓							2. Students are able to evaluate Christianity as a complex religious tradition.			
	✓	✓							✓				3. Students are able to establish meaningful interreligious dialogue.			
	✓	✓									✓		4. Students are able to make oral presentations of their research on Christianity in seminars and publish them in popular/social media.			
✓	✓		✓									1. Students are able to understand the basic teachings of Islam, its main textual sources, major groups, and the development of Islam in Indonesia.	Advanced Study of Religion (Islam)*	3		
✓	✓				✓			✓				2. Students are able to establish meaningful interreligious dialogue.				
✓	✓										✓	3. Students are able to make oral presentations of their research on Christianity in seminars and publish them in popular/social media.	Advanced Study of Religion (Buddhism & Confucianism)*	3		
✓	✓		✓									1. Students understand the transformation and changes of religious concepts and values in Buddhism and Confucianism as the results of contacts with other religion(s) and culture(s).				
✓	✓				✓							2. Students are able to analyze the roles of modern institutions, such as academic institution and state, in constructing and governing religion and religiosity and the intersection of religion with other aspects, such as ethnicity and social class.				
✓	✓							✓				3. Students develop deeper and broader knowledge and ability to contextualize Confucianism in many issues in the modern world, such as capitalism, democracy, ecology, and peacebuilding.				
✓	✓									✓		4. Students develop critical, empathetic, and comparative frameworks towards Chinese Indonesians and Confucian believers, through reading reflections and class assignments, which include attendance of virtual rituals and webinars on Confucianism and Chinese-Indonesian topics and online interviews with Confucian believers.				
✓	✓										✓	5. Students are able to practice and receive feedback for their presentation skills and academic writing skills.	Interreligious Dialogue: Theories and Practices	3		
✓	✓		✓									1. Students understand the nature of interreligious dialogue in its multi-religious and cultural context.				
✓	✓			✓								2. Students understand challenges and opportunities of interreligious dialogue in global contexts.				
✓	✓				✓							3. Students are able to illustrate future promise of interreligious engagement in multicultural societies.				
		✓						✓		✓		4. Students are able to design interfaith dialogues and activities of inclusive community development.				
✓	✓				✓							1. Students are able to analyze theories and methods in religious studies with an interdisciplinary approach	Religion, Science and Ecology	3		
✓	✓					✓						2. Students are able to explain and analyze religious complexities: belief systems, practices, organizations based on perspectives of their adherents, religious transformation, and their relations to other public lives (culture, politics, economics, environment, etc.).				
	✓							✓				3. Students are able to design researches related to socio-religious issues				
	✓		✓									1. Students are able to develop a research topic based on the principle of scientific inquiry.				
	✓					✓						2. Students are able to read critically research papers and locate their research interest in the existing body of literature on religious studies and humanities.	Research Design and Method in Religious Studies	3		
	✓							✓				3. Students are able to write components of research design into a proposal (statement of purpose or abstract, research question, literature review, conceptual framework, research methodology) following academic writing standards and present them in international conference standard.				
	✓									✓	✓	4. Students are prepared with the required skill to conduct field and literature research.				
✓			✓	✓								1. Students are able to show their concerns with issues of Indigenous Religions that have been under-represented for the establishment of a dialogue for an inclusive, just and sustainable society.				
✓						✓						2. Students are able to evaluate religious complexities, especially to account for Indigenous Religions whose issues are often misrepresented: perspectives of their adherents, transformation, and their relations to public life (culture, politics, economics, environment, etc.).	Indigenous Religion	3		
	✓							✓				3. Students are able to design research/concepts related to issues of Indigenous Religions.				
✓	✓									✓		4. Student are able to make oral presentations of their research on issues related to Indigenous Religions in seminars and publish them in popular/social media				
✓	✓		✓									1. Students will develop critical approaches to religious studies and in a way that attends to issues of pluralism and sustainability				
✓		✓			✓							2. Students will be able to analyze concepts of religion based on contemporary theories from multiple different perspectives	Religion, Decoloniality and Planetary Communities	3		
		✓								✓		3. Students will develop a website of resources based upon the area of religion and decolonial studies				
											✓	4. Students will develop presentation, written and oral skills through the course requirements				
✓	✓					✓						1. Give reasons for a shift from phenomenological to discursive study of religion;	Discourse Analysis in Religious Studies	3	Intersection	
✓	✓						✓					2. Explain theories and methods of discourse analysis in his/her own words;				
✓	✓							✓				3. Give examples from the socio-cognitive model of discourse analysis;				
✓	✓					✓				✓		4. Apply description, interpretation and explanation to concrete text and talk (initial level); and implement this model in a research project, including tools for validation (initial level).				
✓			✓		✓							1. Students are able to understand and explain the discourse of human rights, especially freedom of religion and belief.	Religion and Human Rights	3		
✓						✓						2. Students are able to examine to what extent discourse of human rights in freedom of religion and belief could be implemented in daily life.				
		✓						✓		✓	✓	3. Students can increase respect, fulfillment, protection, enforcement and promotion of human rights for the community especially freedom of religion and belief.				
		✓		✓	✓	✓	✓	✓	✓	✓	✓		Thesis Proposal	2	3	
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Thesis	6	4	