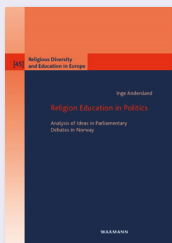




# Religious Education

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WAXMANN



## VOLUME 45

Inge Andersland

### **Religion Education in Politics** **Analysis of Ideas in Parliamentary Debates in Norway**

2021, 262 pages, pb., € 37,90,  
ISBN 978-3-8309-4452-2

What sort of religion education (RE) is best suited for public education? Should RE teach young people how to deal with religious diversity, or should it provide them with religious guidance and a sense of belonging? Should it do both? This volume is an in-depth study of the ways in which Norwegian politicians have negotiated such issues, both before the introduction of an integrative and non-confessional RE subject and after the verdict against Norwegian RE in the European Court of Human Rights. The book offers analyses of ideas about RE in parallel with ideas of national and religious identity and the purpose of education. Thus, it sheds new light on the complexities involved in political debates around the subject. A broad array of political positions is studied in the book and it therefore provides insights valuable for policy makers, researchers, school managers and other stakeholders in the field of religion education.



## VOLUME 40

Martin Ubani, Inkeri Rissanen,  
Salla Poulter (Eds.)

### **Contextualising dialogue, secularisation and pluralism** **Religion in Finnish public education**

2019, 230 pages, pb., € 37,90,  
ISBN 978-3-8309-4014-2

This volume enriches and complements the discussion concerning religion in education by contextualising the respective phenomena in the current Finnish educational policy and practice, as well as by compiling empirical and theoretical observations. This localised approach provides an interesting case for the analysis in many ways. The volume at hand discusses how these changes of secularisation and pluralisation in a religious landscape create new conditions for understanding educational dialogue amidst diversity.



## VOLUME 41

Ina ter Avest, Cok Bakker, Julia Ipgrave,  
Silke Leonhard, Peter Schreiner (Eds.)

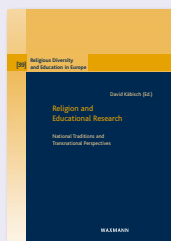
### **Facing the Unknown Future** Religion and Education on the Move

2020, 280 pages, pb., € 39,90,  
ISBN 978-3-8309-4076-0

*There are two major elements of the book that make it so remarkable. First, it discusses the role and impact of time through research into religious education theory and practice for a broader understanding of the past and present, thereby equipping readers to plan the future. We may know that time is fundamental to our experiences of teaching and learning, but our understanding of the underlying dimensions of this relationship has been limited and is mostly based on our experiences, assumptions, and/or common sense rather than empirical evidence.*

*[...] Second, many contributions, though deeply contextual, have international outlooks that go beyond national concerns.*

Mualla Selçuk, in: Religious Education (2021), <https://doi.org/10.1080/00344087.2021.1901055>.



## VOLUME 39

David Käbisch (Ed.)

### **Religion and Educational Research**

#### National Traditions and Transnational Perspectives

2019, 192 pages, pb., € 34,90,  
ISBN 978-3-8309-3980-1

Religious education is always a local or regional practice. This is evident in the studies in the present volume on religion and education. The production and the transfer of knowledge in this field are particular and take place in certain historical contexts, so that both can be understood as historical processes. With regard to these theoretical assumptions, the authors of the present volume deliver case studies concerning religious education research in Germany, Ireland, Sweden, Argentina, as well as other countries.



## VOLUME 38

Helena Stockinger

### Dealing with religious difference in kindergarten

An ethnographic study in religiously affiliated institutions

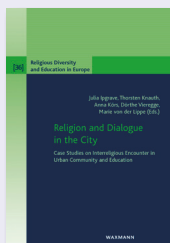
2018, 258 pages, pb., € 39,90,  
ISBN 978-3-8309-3983-2



How do kindergartens deal with religious differences and how do children address this topic? The study explores this question in two kindergartens, one run by a Catholic, the other by an Islamic organization. In order to reduce structural discrimination, the author considers how a culture of recognition can be developed, with religious difference being given the attention it requires.

*This insightful study is a delight to read as it opens up for us the voices of very young children about their experience and understanding of religious difference.*

Sandra Cullen, in: British Journal of Religious Education 42:1, pp. 106-108.



## VOLUME 36

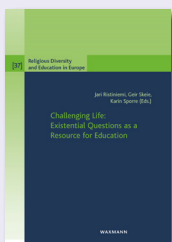
Julia Ipgrave, Thorsten Knauth,  
Anna Körs, Dörthe Vieregge,  
Marie von der Lippe (Eds.)

### Religion and Dialogue in the City

Case Studies on Interreligious Encounter in Urban Community and Education

2018, 330 pages, br., € 39,90,  
ISBN 978-3-8309-3794-4

Urban spaces throughout Europe are increasingly characterised by a mixture of different religions and worldviews. Being home to a wide range of religious and non-religious groups and individuals does not mean that cities are automatically also spaces of interreligious and interfaith encounters. This volume presents selected findings of the international research project 'Religion and Dialogue in Modern Societies' (ReDi) which investigated dialogical practice in the five metropolitan cities Oslo, Stockholm, London, Hamburg and Duisburg. It offers a range of case studies addressing two fields of activity: dialogue and interreligious encounters in the urban space and dialogue in education.



## VOLUME 37

Jari Ristiniemi, Geir Skeie,  
Karin Sporre (Eds.)

### **Challenging Life: Existential Questions as a Resource for Education**

2018, 416 pages, br., € 49,90,  
ISBN 978-3-8309-3886-6

There is an increasing recognition today that young people need to have knowledge about religions and world views in order to live and work in diverse societies. What kind of 'maps' are they provided with through religious, values and ethics education? Does education address the challenging existential questions that children and adolescents ask about life and the world? This volume addresses different aspects of how existential questions have been dealt with in educational research. It especially draws attention to the Swedish research tradition of focusing on life questions and the interpretation of life in education, but with contemporary international research added.



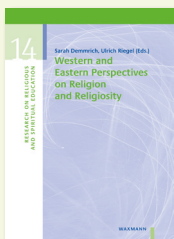
## VOLUME 34

Martin Rothgangel, Kerstin von  
Brömssen, Hans-Günter Heimbrock,  
Geir Skeie (Eds.)

### **Location, Space and Place in Religious Education**

2017, 234 pages, pb., € 34,90,  
ISBN 978-3-8309-3625-1

People form attachments to their home, their neighbourhood and environment, to the region and nation to which they belong. They express feelings about space and place, especially so in 'globalized times'. In religious studies, in theology, and in education, there is a growing interest in spatial theories either as constructed within national borders, or within international and transnational spaces. The "spatial turn" has become an acknowledged term in interdisciplinary discourses. Although every practice of religious education is situated and contextually dependent, religious education (RE) research until now has not systematically paid attention to this fundamental insight. This volume is devoted specifically to clarifying the close relationship between RE practice and spatial and situational conditions.



## VOLUME 14

Sarah Demmrich, Ulrich Riegel (Eds.)

### Western and Eastern Perspectives on Religion and Religiosity

2021, 175 pages, pb., € 27,90,  
ISBN 978-3-8309-4306-8

The concept of religiosity is a highly individual aspect of religion. The understanding of it was shaped in Protestant circles in the Western context and it has inspired a huge body of research and further developments in theology, as well as in religious education. However, both charismatic movements within Christianity and orthopractic religious traditions such as Islam raise the question of whether an individualized account of religiosity is able to grasp the spectrum of lived religion comprehensively. Furthermore, with increasing globalization, even Asian worldviews like Hinduism or Buddhism are part of daily experience and have expanded the notion of what can be perceived of as religion. These changes were discussed at the international conference 'Religiosity in East and West: Conceptual and Methodological Challenges' at the University of Münster, Germany, from 25 to 27 June 2019.



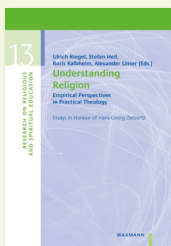
## VOLUME 12

Martin Ubani (Ed.)

### New international studies on religions and dialogue in education

2018, 238 pages, pb., € 34,90,  
ISBN 978-3-8309-3846-0

What are the key questions highlighted in religious and spiritual education today? In societies today, the distinction in religions or identities, between global and local or inside and outside no longer functions well. There is an increasing and constant need to re-examine the conceptions and theories concerning religion, dialogue and education. This volume brings together 14 new international studies. The topics of the articles include studies on religion, dialogue and education in different contexts ranging from policy studies and higher education to home education, and research on education about religions to confessional education. The volume serves the interests of researchers, policymakers, practitioners and students of religious and spiritual education.



## VOLUME 13

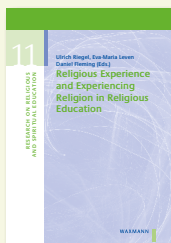
Ulrich Riegel, Eva-Maria Leven,  
Daniel Fleming (Eds.)

### Understanding Religion

#### Empirical Perspectives in Practical Theology

2019, 254 pages, pb., € 34,90,  
ISBN 978-3-8309-4054-8

Today, religion is a complex issue. In Western Europe, the so-called ›Christian heritage‹ is challenged by both other religious traditions and secular worldviews. It is therefore essential to understand the complexity of religion in different contexts. This volume addresses four questions in this regard: How can we assess religion and religiosity appropriately? What are important markers of religiosity? How does religion affect recent society? How can religion be taught in modern society? By dealing with these questions, the contributions to this volume offer an insight into the state-of-the-art of research on religion and religiosity within the field of religious education on an international level.



## VOLUME 11

Ulrich Riegel, Eva-Maria Leven,  
Daniel Fleming (Eds.)

### Religious Experience and Experiencing Religion in Religious Education

2018, 228 pages, pb., € 29,90,  
ISBN 978-3-8309-3795-1

In Europe, religious and spiritual education happens in a context which is at the same time increasingly secular and religiously plural. This places the problem of religious experience on the agenda. Today most students of religious and spiritual education lack appropriate experiences and show different opinions about what religion or spirituality could be. This setting raises several questions: How can religious experience be conceptualized in a context of religious plurality and secularity with the traditional religious traditions as just one option among others? Do the concepts of spirituality and implicit religion give way to a new understanding of religious experience?



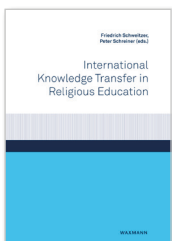
Martin Steinhäuser, Rune Øystese (Eds.)

## **Godly Play – European Perspectives on Practice and Research**

## **Gott im Spiel – Europäische Perspektiven auf Praxis und Forschung**

2018, 416 pages, pb., 39,90 €, ISBN 978-3-8309-3630-5

This book offers the first account of research being conducted in the field of Godly Play / Gott im Spiel, particularly drawing on European perspectives. Addressing a wide range of themes, the research studies reported here reveal the interrelation of specific aspects of Godly Play as spiritual encounter, with possible research strategies and challenges, including ethical considerations. Readers will find discussion of both qualitative and quantitative approaches, and a variety of different methods of collecting and interpreting evidence about Godly Play. The book also contains a series of reports from 17 countries. These describe the extent of Godly Play's development in Europe, as well as the rich diversity across different contexts and Christian traditions. Most contributions are in English, some in German. All contributions have summaries in the other language.



Friedrich Schweitzer, Peter Schreiner (Eds.)

## **International Knowledge Transfer in Religious Education**

2021, 272 pages, pb., € 34,90, ISBN 978-3-8309-4285-6

This book is about international knowledge transfer in religious education as an academic discipline; at the same time, though, it is related to the school subject of RE. Its aim is to strengthen the awareness of the need for international cooperation in the field of religious education in general and especially for clarifying the role of knowledge in this kind of cooperation.

The contributions discuss a number of issues, among others related to the validity and transferability of knowledge in religious education. Thus, the book takes up a topic which so far has remained implicit and therefore also untreated.





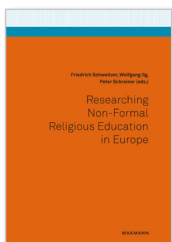
Betül Karakoç, Harry Harun Behr (Eds.)

## Moschee 2.0

### Internationale und transdisziplinäre Perspektiven

2022, 254 pages, pb., € 32,90,  
ISBN 978-3-8309-4460-7

For about two decades, mosques as places of Muslim self-organisation have been the subject of diverse discourses on an international level. Both in religious practice and from different research disciplines, they are marked as spiritual, educational and social spaces. The reflections are characterised by different – sometimes contradictory – definitions, expectations and perspectives. The authors from different countries and disciplines focus on different thematic aspects. Some of the contributions are based on academic expertise, others on experience gained in mosque work. In this respect, the contributions also reflect the different perspectives in research and the diversity of people in the mosque. This volume contains articles in English and German.

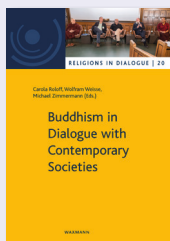


Friedrich Schweitzer, Wolfgang Ilg, Peter Schreiner (Eds.)

## Researching Non-Formal Religious Education in Europe

2019, 298 pages, pb., € 39,90,  
ISBN 978-3-8309-3856-9

Following the increasing interest in non-formal education in general, this volume brings together experiences and results of empirical research in the field of non-formal religious education in seven European countries. The chapters describe the reality of non-formal religious education in contexts like youth work and Sunday School. The authors present insights from empirical research and discuss possibilities of research-based evaluation of presuppositions and effects of non-formal religious education.



## VOLUME 20

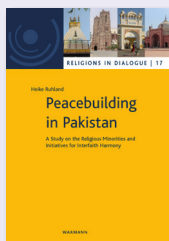
Carola Roloff, Wolfram Weiße, Michael Zimmermann (Eds.)

### **Buddhism in Dialogue with Contemporary Societies**

2021, 316 pages, pb., € 37,90,  
ISBN 978-3-8309-4073-9

The growing pluralization of religion and culture in Europe means that we encounter an increasing number of Buddhist immigrants as well as 'Western' converts.

The contributions in this volume show not only that Buddhism matters in the West but that it already has its strong impact on our societies. Therefore, universities in Europe should include Buddhist theories and techniques in their curricula.



## VOLUME 17

Heike Ruhland

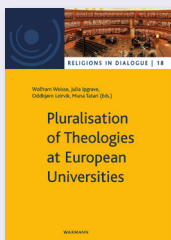
### **Peacebuilding in Pakistan**

#### **A Study on the Religious Minorities and Initiatives for Interfaith Harmony**

2019, 338 pages, pb., € 39,90,  
ISBN 978-3-8309-4121-7

When Pakistan was carved out of India in 1947 as a homeland for the Muslims of the subcontinent, it was envisioned as a secular state where non-Muslims would be granted freedom of religion and equal citizenship. However, the subsequent historical events led to a fast Islamization and discrimination against the country's religious minorities.

This study explores the situation of the religious minorities and the dynamics of interfaith peacebuilding in the Islamic Republic of Pakistan. Primary focus was laid on the practice of interfaith dialogue, which differs from interfaith dialogue as conceived of in the West. Additionally, other peacebuilding measures were taken into account, be they advocacy, promotion of human rights and unbiased education, or policy negotiation with the government.



## VOLUME 18

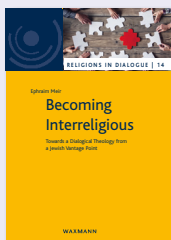
Wolfram Weiße, Julia Ipgrave, Oddbjørn Leirvik, Muna Tatari (Eds.)

### Pluralisation of Theologies at European Universities

2020, 316 pages, pb., € 39,90,  
ISBN 978-3-8309-4201-5

The intention of the book is to contribute to debates and policy decisions about the inclusion of plural theologies in higher education institutions. It will do this by bringing together case studies from institutions in six European countries and offering reflections on and comparisons of these.

The publication is part of a comparative research study on university responses to the plurality of religions and of religious and non-religious worldviews within Europe today.



## VOLUME 14

Ephraim Meir

### Becoming Interreligious Towards a Dialogical Theology from a Jewish Vantage Point

2017, 248 pages, pb., € 29,90,  
ISBN 978-3-8309-3080-8

This volume contains reflections on the desirability and even the necessity of the interreligious dialogue and of dialogical theology in an increasingly globalized world. A kaleidoscope of various religions, each with its own specificity and cultural singularity, characterizes plural, open societies. In this constellation, encounters with religious others allow us to reimagine and reconfigure our religious singularity. In the process of becoming interreligious, one dynamically and creatively shapes one's particularity in communication with others. The nightmare of a homogeneous society where the other has no place at all receives its alternative in the vision of a growing community in which one's cultural and religious identity is formed, affirmed, and transformed in dialogue with others.

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