



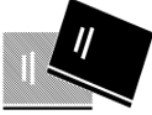


# BELIEFS IN SOCIETY


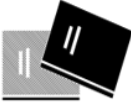







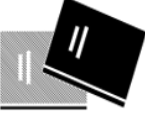

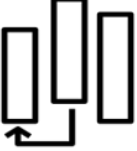

## Part 1:





- Key Concepts in Beliefs
- Ideology, Science and Religion
- Functionalist view of religion
- Marxist View of Religion
- Neo – Marxist View of religion.



|   |  |
|---|--|
| <p><b>AFTER THE LESSON – 30 MINS</b></p>  | <p><b>REVIEW YOUR NOTES</b></p> <ul style="list-style-type: none"> <li>• Highlight key terms and thinkers.</li> <li>• Identify the main points of the lesson.</li> <li>• Identify any evaluation points</li> </ul>  |
| <p><b>CHECK YOUR UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>• Identify the terms you can't define.</li> <li>• Identify concepts you don't know.</li> </ul>     | <p><b>CHECK YOUR TEXTBOOK</b></p> <ul style="list-style-type: none"> <li>• Use your textbook and the website to look at what you don't get to see if that clarifies it.</li> </ul>                                  |
| <p><b>ADD TO YOUR KNOWLEDGE ORGANISER</b></p> <ul style="list-style-type: none"> <li>• Don't have to complete it all, just elements covered in the lesson that day.</li> </ul>  | <p><b>POST IT NOTE REMINDERS</b></p> <ul style="list-style-type: none"> <li>• Make a note of the parts you are not sure on to remind you to ask your teacher in the next lesson.</li> </ul>                       |

|  |  |   |   |  |   |  |
|--|--|---|---|--|---|--|
| <p><b>AFTER THE LEARNING PHASE – 60 MINS</b></p> | <p><b>REVIEW YOUR NOTES</b></p> <ul style="list-style-type: none"> <li>• Compare to the spec to see if you have any gaps in your notes.</li> </ul>  | <p><b>FILL IN ANY GAPS YOU HAVE.</b></p> <ul style="list-style-type: none"> <li>• Use your textbook and the website to fill in any gaps that you have in your notes.</li> </ul>  | <p><b>ADD TO YOUR KNOWLEDGE ORGANISER</b></p> <ul style="list-style-type: none"> <li>• Make sure that your knowledge organiser is completed.</li> </ul>  | <p><b>CHECK YOUR UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>• Complete the quiz &amp; consolidation activity in the ISB's to check your understanding of the topic</li> </ul>  | <p><b>ASK FOR HELP</b></p> <ul style="list-style-type: none"> <li>• See your teacher for help with anything you are not sure on or don't understand.</li> </ul>  | <p><b>SUMMARISE THE PHASE</b></p> <ul style="list-style-type: none"> <li>• Summarise the topic on to a trigger sheet. E.g. Flash Card, Cornell sheet, Spiderweb</li> </ul>  |
|--|--|---|---|--|---|--|

|  |  |  |   |   |   |
|--|--|--|---|---|---|
| <p><b>AT THE END OF THE UNIT – 90 MINS</b></p> | <p><b>REVIEW YOUR NOTES</b></p> <ul style="list-style-type: none"> <li>• Compare to the spec to see if you have any gaps in your notes.</li> </ul>  | <p><b>FILL IN ANY GAPS YOU HAVE.</b></p> <ul style="list-style-type: none"> <li>• Fill in any gaps you have in your ISB.</li> <li>• Fill in any gaps in your notes.</li> </ul>  | <p><b>APPLY TO AN EXAM QUESTION</b></p> <ul style="list-style-type: none"> <li>• Plan out the exam style questions in your ISB. Put in as much detail as you can.</li> <li>• Complete chain of reasoning conversations</li> </ul>  | <p><b>PRIORITISE THE PHASES</b></p> <ul style="list-style-type: none"> <li>• Use your prioritisation matrix to organise the topics according to your level of confidence in each learning phase.</li> </ul>  | <p><b>ASK FOR HELP</b></p> <ul style="list-style-type: none"> <li>• See your teacher for help with anything you are not sure on or don't understand.</li> </ul>  |
|--|--|--|---|---|---|

|                          |   |   |  |   |
|--------------------------|---|---|--|---|
| <p><b>OTHER TIPS</b></p> | <p><b>SENECA</b></p> <p>Complete an hour of Seneca each week focusing on the topics you struggle with most.</p>  |  <p>Keep going back to topics, redo activities and KO's to see what you can remember</p> |  <p>Make links and cross reference between topics. Sociology is not linear</p> |  <p>Be aware of what is happening in the world</p> |
|--------------------------|---|---|--|---|

## How to use this booklet:

Each section of this booklet contains:

- **Topic overview sheet**
  - What you need to know
  - Key Terms
  - Key Thinkers
  - Links to Resources
- **Knowledge Organiser**
  - Completed to help ensure notes are full.
- **Notes Prioritisation and Check**
  - Key questions to use to check your notes are complete and to prioritise your knowledge.
- **Quick Question Quiz**
  - 10 questions to check your understanding
- **Consolidation Activity**
  - To bring together your learning and ensure your understanding.
- **Exam Style Question Tasks**
  - 10 marker without Item
    - Planner and first paragraph.
  - 10 marker with item
    - Planner sheet and first paragraph
  - 20 Mark Questions
    - Plan and Chain of Reasoning / Filter sheet
    - Introduction and first paragraph.

When completing the booklet you will need 3 different colours.

- Completed without any notes
- Completed with notes
- Asked for help from Teacher

This will help you to see where there are gaps in your knowledge and areas that you need to focus on for your study.

| Topic                             | Date Checked | Note Taking<br>Prioritisation | Quick<br>Questions | Consolidation<br>Task | 4 and 6<br>Markers | 10 Marker with<br>item | 30 Marker | Targets  | Feedback |
|-----------------------------------|--------------|-------------------------------|--------------------|-----------------------|--------------------|------------------------|-----------|--|----------|
| Key Concepts in<br>Beliefs        |              |                               |                    |                       |                    |                        |           | Complete this section<br>More detail required<br>Use different colours<br>Check the indicated parts<br>See me for help |          |
|                                   |              |                               |                    |                       |                    |                        |           |  |          |
|                                   |              |                               |                    |                       |                    |                        |           |  |          |
|                                   |              |                               |                    |                       |                    |                        |           |  |          |
| Ideology, Science<br>and Religion |              |                               |                    |                       |                    |                        |           | Complete this section<br>More detail required<br>Use different colours<br>Check the indicated parts<br>See me for help |          |
|                                   |              |                               |                    |                       |                    |                        |           |  |          |
|                                   |              |                               |                    |                       |                    |                        |           |  |          |
|                                   |              |                               |                    |                       |                    |                        |           |  |          |
| Functionalist<br>Views            |              |                               |                    |                       |                    |                        |           | Complete this section<br>More detail required<br>Use different colours<br>Check the indicated parts<br>See me for help |          |
|                                   |              |                               |                    |                       |                    |                        |           |  |          |
|                                   |              |                               |                    |                       |                    |                        |           |  |          |
|                                   |              |                               |                    |                       |                    |                        |           |  |          |
| Marxist Views                     |              |                               |                    |                       |                    |                        |           | Complete this section<br>More detail required<br>Use different colours<br>Check the indicated parts<br>See me for help |          |
|                                   |              |                               |                    |                       |                    |                        |           |  |          |
|                                   |              |                               |                    |                       |                    |                        |           |  |          |
|                                   |              |                               |                    |                       |                    |                        |           |  |          |
| Neo Marxist<br>Views              |              |                               |                    |                       |                    |                        |           | Complete this section<br>More detail required<br>Use different colours<br>Check the indicated parts<br>See me for help |          |
|                                   |              |                               |                    |                       |                    |                        |           |  |          |
|                                   |              |                               |                    |                       |                    |                        |           |  |          |
|                                   |              |                               |                    |                       |                    |                        |           |  |          |

|  |                                    |
|--|------------------------------------|
|  | Section Complete                   |
|  | Check this task                    |
|  | Task Incomplete – Please finish    |
|  | Task not started – Please complete |

|  |  |
|--|--|
|  | ISB is up to date and complete well.                 |
|  | ISB is mostly complete which a few tasks to check    |
|  | ISB is generally complete with some tasks incomplete |
|  | A number of tasks are incomplete or not started      |
|  | Far too much is incomplete or not started.           |

## WHAT YOU NEED TO KNOW:

- The features of a Religion
- Different types of religions
- Definitions of religion
  - Substantive
  - Constructionist
  - Functional

## KEY TERMS FOR THIS TOPIC

- Substantive definitions
- Constructionist definitions
- Sacred
- Profane
- Totemism
- Theistic
- New Age Movements
- Animism
- Fundamentalism
- Secularisation

## KEY SOCIOLOGISTS

- Durkheim
- Aldridge
- Weber
- Berger

## RESOURCES



- Webb, Westergaard, Trobe and Townend: 5
- Browne: 8 - 9
- Collins: 432 - 436
- Hodder: 116 - 117



## WEBSITES



Hectic Teacher's  
A Level Site



Future Learn



Revise Sociology



Tutor2U



## VIDEO CLIPS



Crash Course



Adam Walton



Audiopedia

**Religiosity** refers to the extent to which someone sees themselves as religious.

**Fundamentalism** appeal to tradition – they seek return to the basics or fundamentals of their faith.

**Secularisation** means the decrease in power that religion has in society.

**Ideology** means a set of ideas, values and beliefs that provide a means of interpreting the world.

| Types of Religion        |  |
|--------------------------|--|
| <b>Theistic Beliefs</b>  | A belief in a higher power that could be a single God (monotheistic) or many gods (polytheistic). This supernatural being is the source of the beliefs around which the religion revolves.   |
| <b>New Age Movements</b> | Spiritual rather than religious belief system, focused on self development and fulfilment rather than a devotion to a higher power. Often based on Eastern Religions like Buddhism. An example would be Reiki or Yoga.   |
| <b>Animism</b>           | A belief in spirits and ghosts that can positively or negatively impact the human or natural world. Animistic religions tend to be more prevalent in pre-industrial and non-industrial societies, for example paganism and ancient religions such as the Aztecs. |
| <b>Totemism</b>          | A form of animism in which a community creates a symbol that represents them as a group. The symbol gains sacred significance and is believed to protect the people it represents. For example Australian Aborigines.  |

| 5 features of religion |  |
|------------------------|--|
| 1                      | Belief in sacred beings  |
| 2                      | Sacred and profane objects; places and times.                      |
| 3                      | Ritual acts based on sacred and profane objects, places and times. |
| 4                      | Moral code With supernatural origins.                              |
| 5                      | Prayer and other forms of communication with supernatural being.   |

| Definitions of Religion       |  |
|-------------------------------|--|
| <b>Substantive Definition</b> | <b>Outline:</b> Aim to identify the core characteristics Shared by major religions. They are exclusive in nature because belief systems can only be classed as a religion if they have these particular features. For example one characteristic is the belief in a god.<br><b>Evaluation:</b> Ethnocentric as it focuses on western religions. Doesn't have room for belief systems which perform similar functions as religion but do not have a supernatural god. |
| Functional Definitions        |  |
| <b>Outline:</b>               | Looks at what a religion does for the society in which it exists. It may bring comfort to its believers or reinforce societal values and inequalities.<br><b>Evaluation:</b> Too inclusive as any belief system could be considered a religion it performs similar functions. For example supporting a football team may perform these functions but doesn't make it a religion.   |
| Constructionist Definition    |  |
| <b>Outline:</b>               | Mainly interested in how definitions of religion are constructed, challenged and fought over. Interpretivist believe therefore that the definition of religion depends on who has the power. Aldridge for example shows how the followers of scientology see it as a religion despite many others disagreeing.<br><b>Evaluation:</b> Impossible to generalise about the nature of religion as people may have widely differing views of what counts as religion.     |



## NOTE TAKING TASK

To ensure that your notes are complete and cover all the necessary content, you need to make sure that you are answering each of the questions below.

| Types of Religion   | Definitions of Religion  | Key Terms to Learn  |
|---|--|---|
| What are the 5 features of religion in accordance with the substantive and exclusivist definitions? | What are the strengths and limitations of each definition above? | <ul style="list-style-type: none"> <li>• Religiosity</li> <li>• Fundamentalism</li> <li>• Secularisation</li> <li>• Ideology</li> <li>• Theology</li> </ul> |
| What is a <b>Theistic Belief</b> system? Give examples.   | What is the Functional/ Inclusive definition of religion?        |   |
| What are <b>New age Movements</b> ? Give examples   | What is the Constructionist definition of religion?              |   |
| What is meant by <b>Animism</b> ?   | What is the Substantive/ Exclusive definition of Religion?       |   |
| What is <b>Totemism</b> ? Give examples   |  |   |



## PRIORITISATION

Once you have taken your notes, colour code the question according to your level of confidence.

Don't get it

Need some help

Fairly confident

I got this!





## KNOWLEDGE CHECK QUESTIONS.

Complete the following questions firstly without your notes and then check using your notes.

What is meant by Totemism?

What does Berger mean by Sacred Canopy?

Which sociologist is associated with the Constructionist definition of religion?

What are the 5 features of religion?

What are the two types of theistic religions?

What is meant by the term Animism?

Give one criticism of the substantive definition of religion.

Give one criticism of the functional definition of religion.

What is a new age movement?

Which sociologist is associated with the idea of totemism?



## CONSOLIDATION:

### [Collins – Activity page 430 - 432](#)

Answer all the questions in full and complete sentences and at least three sentences for each answer.

Outline and explain two ways of defining religion. [10]



**FIRST PARAGRAPH**

## WHAT YOU NEED TO KNOW:

- The difference between an open and closed system of belief.
- The elements of self sustaining belief system.
- Explanations of religion as an ideology according to:
  - Marxists, Feminists, Postmodernists, Mannheim.
- The CUDOS norms & Core principals of science
- Sociological views of scientific knowledge.
- The impact of science on religion

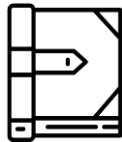
## KEY TERMS FOR THIS TOPIC

- Ideology
- Denial of legitimacy
- Subsidiary Explanation
- Circularity
- Science
- Religion
- Azande
- Utopia
- Free Floating Intelligentsia
- Verification
- Falsification
- Paradigm
- CUDOS
- Open System
- Closed System

## KEY SOCIOLOGISTS

- Polanyi
- Herberg
- Evans-Pritchard
- Mannheim
- Horton
- Popper
- Kuhn
- Woolgar
- Knorr-Cetina
- Lyotard
- Oakley
- Michalowski & Kramer

## RESOURCES



- Webb, Westergaard, Trobe and Townend: 59 - 64
- Browne: 4 - 15
- Collins: 436 - 443
- Hodder: 118 - 122



## WEBSITES



**Hectic Teacher's A Level Site**



**Sociology Saviour**



**Revise Sociology - Science**



**Tutor2U - Ideology**



## VIDEO CLIPS



**Revision Hub - 1**



**Revision Hub - 2**



**Revision Hub - 3**



**Adam Walton**

**Belief Systems**

**Religion as closed belief system**  
Religion is often seen as a closed system of belief because they often suggest that they know the TRUTH about the world and do not tolerate those that criticise that truth. They can be very conservative in their beliefs and not wish to change.

**Science as a closed belief system**  
Kuhn – Science is a closed belief system as it runs of paradigms which shape the way that the discipline is defined and understood as well as how research is carried out. As this is accepted by the majority it is very hard to change.

**Religion as an open belief system**  
Religion can be seen as an open system of belief when it is open to change. **Herberg** suggests that some religions are open to change and have diluted their beliefs systems in order to maintain relevance in modern society. He refers to this process as internal secularisation and uses the acceptance of female Bishops into the Church of England as an example.

**Science as an open belief system**  
Popper believes that science is an open system because it is open to challenge and it is built upon the idea of falsification. If a theory is proven wrong it is replaced and the knowledge within the discipline grows.

**Case Study: Azande & Witchcraft**  
**Evans –Pritchard**  
Studied the Azande tribe and shows how their belief system reflects the characteristics of a closed system. Their belief in witch craft causing misfortune and the proof coming from a 'Benge' potion given to chickens seems irrational to outsiders but is indoctrinated into the tribe and no one questions it.

- Polanyi – Self Sustaining Beliefs**  
In order to protect themselves from challenge closed systems such as religion have 3 main tendencies:
- Denial of legitimacy** – complete rejection of the claims of rivals to convince followers that they alone hold the truth.
  - Subsidiary Explanations** – Get out clauses to explain away criticisms or to deflect the argument.
  - Circularity** – Each idea within the system is explained in terms of another idea within the system.

**Ideology**

A **belief system** is the set of stories and realities about the world that a person believes to be true. It includes religious **beliefs**, morals and what one defines as right or wrong. **Ideologies** refer to the political, social and economic ideas that help to define a particular group of people.

**Marxism**  
Thinker: Gramsci, Marx, Althusser  
All ideologies including science and religion are a tool of the ruling class to maintain power and reproduce inequality. They justify the principals of capitalism and prevent the proletariats revolution. Marxists argue that major scientific discoveries are motivated by generating mass profits and only fuels capitalism further.

**Postmodernism / Pluralism**  
There are multiple ideologies within society and they reflect the values and world views of the different social groups within that society. There is no dominate ideology but a sharing of power amongst them.  
**This is a contradiction as the pluralism itself is declaring dominance. It also ignores the unequal distribution of power within society.**

**Feminism**  
Thinker: Oakley  
Believe that ideologies such as science and religion have promoted the patriarchy for generations. For example by blocking women from positions of power or tainting them as weak or impure. Oakley argues that a good example of science acting as an ideology is Bowlby's study of maternal deprivation She suggests that his idea that children's development is damaged by working mothers has been used to justify gender inequality in the work place and reinforced the patriarchal idea of women staying at home and men as the breadwinner.

**Mannheim**  
Mannheim claims that all world views are ideologies and are the product of the theologians and intellectuals that cannot relate to the everyday, so their idea reflect their own personal interests. He identified two types of world view:  
1) Ideological Thought – Justifies tradition and the maintenance of society thus resisting change. This is because those who control the ideology are benefiting from the status quo.  
2) Utopian thought – Attempts to promote social change because the current state of the world doesn't benefit those who construct utopian beliefs systems.  
He argues that we need to detach ourselves from these world views and create an objective world view that all can relate to. These ideas would be created by a "free Floating intelligentsia"

| Core Principals of Science |  |
|----------------------------|--|
| 1                          | Science is the pursuit of facts                                |
| 2                          | It is objective  |
| 3                          | Studies the impact of cause and effect based on reliable data. |

**Paradigms** shape the how the discipline is defined and understood by those who work within it and sets out how research should be conducted.

**Falsification** means that for something to be scientific it must be possible that it could be proven false. If a theory stands up to falsification (tested repeated but is not proven wrong) it is a good theory.

| Merton: CUDOS norms |  |
|---------------------|--|
| C                   | <b>Communism</b> – scientific knowledge should be shared with the community and not kept secret or private.  |
| U                   | <b>Universalism</b> – all scientists are regarded as equal so it should be there work that is challenged not them personally.                        |
| D                   | <b>Disinterestedness</b> – scientists should be committed to truth and publish their findings honestly. There should be no fraud or subjective bias. |
| OS                  | <b>Organised Scepticism</b> – All knowledge within science should be challenged and scrutiny should be encouraged.                                   |

| Sociology of Scientific Knowledge |   |
|-----------------------------------|---|
| <b>Interpretivism</b>             | <p>Interpretivist argue that all knowledge is socially constructed because, rather than being an objective truth, it is the result of the resources available to the social group creating it. In the case of science the facts they create are the result of shared paradigms and theories and when new instruments are invented it allows for new observations and the creation of new facts.</p> <p><b>Woolgar – Little Green Men</b><br/>Woolgar argues that scientists are engaged in the same process of making sense of the world as the rest of us. When confronted with evidence they need to determine what it means. For example the discovery of Pulsars by Cambridge Astronomy Lab was initially annotated as LG1M1 and LGM2 meaning Little Green Men, but as this would be unacceptable to the scientific community they determined it must be an unknown type of star.</p> |
| <b>Marxism</b>                    | <p>Conflict theories such as Marxism and feminism see scientific knowledge as being far from the truth. They see it as serving the interests of particular groups in society (Ruling class – Marxism and Men – Feminism). Therefore any advances in supposedly pure science are in fact driven by capitalism. For example the development of the theory of ballistics was driven by the need for new weaponry which could be manufactured and sold.</p>   |
| <b>Feminism</b>                   | <p>Science is one of a number of metanarratives which try to provide a big picture view of what it "true". <b>Lyotard</b> argues that science falsely claims to find the truth about how the world works as a means of progress to a better society where as in reality science is more of a discourse or way of thinking that is used to dominate people. He believes that science has become a <b>technoscience</b>, simply serving capitalist interests by producing commodities for profit.</p>   |

| Aldridge: Transitions from Religious to Scientific Explanations. |   |
|--|---|
| <b>Theological Stage</b>   | The stage in which phenomena are explained as arising from the actions of spirits, gods and other supernatural beings. For example the changing of the seasons explained by Persephone's time in Tartarus or on Earth.  |
| <b>Metaphysical Stage</b>  | The stage in which the supernatural element is diminished and phenomena is explained as arising from the action of the natural, though abstract entities such as Nature. For example the changing seasons is natures cycle of life.   |
| <b>Scientific Stage</b>  | In this stage the previous stages are replaced by rational explanations which are based on evidence derived from observation and experimentation, logic and rational thought. Weber refers to this as the disenchantment with the world – the loss of the magical and mystical elements of the world. |

| Impact of Science on Religion  |  |
|--|--|
| <p>It can be argued that the growth of science has led to a decline in Religion, however this is not necessarily the case. Millions of people still identify themselves with one of the major religions in the world such as Christianity, Judaism, Islam, and Buddhism. All manner of religious and supernatural beliefs and superstitions still continue to have a huge impact on human behaviour. For example the mass suicide at the People's Temple in 1978 and the Heaven's Gate Cult who believed that they would be taken to Heaven on a spaceship that was hidden behind the Hale Bop Comet in 1997.</p> <p>Many people still hold abstract and unseen forces responsible for life events such as luck, magic, ghosts, Tarot, ESP and horoscopes.</p> |  |



## NOTE TAKING TASK

To ensure that your notes are complete and cover all the necessary content, you need to make sure that you are answering each of the questions below.

| Belief Systems  | Ideology  | Science and religion  |
|---|---|---|
| What is meant by a belief system?   | What is an ideology?  | What are the 5 core principal of science?   |
| How can religion be defined as an open and closed belief system?                                  | What is the Marxist view of ideologies?   | What are Merton's CUDOS norms of science?   |
| How can science be defined as an open and closed system?  | What is the pluralist view of ideologies?   | Describe the sociology of scientific knowledge. (Interpretivism, Conflict theory and Postmodernism) |
| What does Polanyi mean by self sustaining beliefs?  | What is the feminist view of Ideologies?  | What are Aldridge's 3 stages of transition from religious to scientific explanations.               |
| How does Evans – Pritchard exemplify these ideas using the Azande and their belief in witchcraft? | What does Mannheim mean by a world view and what are the two types of world view? | What is the impact of science on Religion?  |



## PRIORITISATION

Once you have taken your notes, colour code the question according to your level of confidence.

Don't get it

Need some help

Fairly confident

I got this!

**KNOWLEDGE CHECK QUESTIONS.**

Complete the following questions firstly without your notes and then check using your notes.

What is meant by a free-floating intelligentsia?

What are the three stages of transition to scientific explanation according to Aldridge?

What are the three elements of a self-sustaining belief system?

What are the CUDOS norms?

What is meant by falsification?

What is meant by internal secularisation?

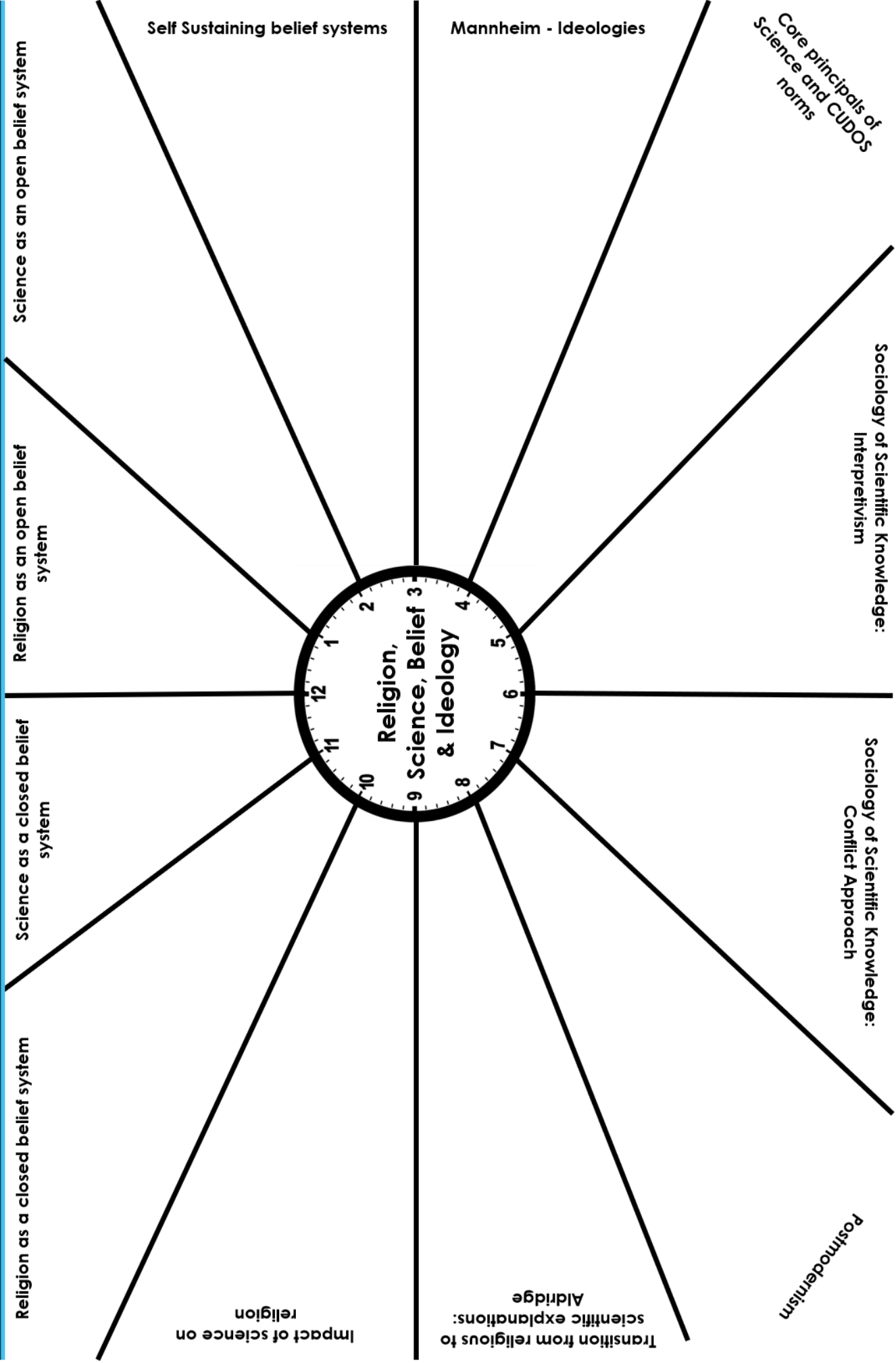
What is one impact of science on Religion?

What is the difference between an open and closed system?

Which sociologist is associated with self-sustaining belief systems?

Which sociologist is associated with The Little Green Men theory?





Outline and explain two ways in which science is not as open as it claims. [10]



**FIRST PARAGRAPH**

### Item

Both science and religion are belief systems that involve sets of knowledge-claims: that is, statements that claim to offer explanations of why things are as they are. For example, science uses concepts such as germs to explain why people fall ill from infectious diseases, while some religions use ideas such as the will of God to explain human illness and suffering.

**Applying material from the item, analyse two differences between science and religion as belief systems. [10]**

Deconstruct the question



Think of possible answers



Look for hooks in the Item



Write the paragraph.

| Command Words | Topic | Focus |
|---------------|-------|-------|
|               |       |       |

|  |  |
|--|--|
|  |  |
|--|--|

|  |  |
|--|--|
|  |  |
|--|--|



|  |  |
|--|--|
|  |  |
|--|--|

|  |  |
|--|--|
|  |  |
|--|--|

|  |  |
|--|--|
|  |  |
|--|--|

**FIRST PARAGRAPH**





**Task**

**Which explanation is the best one?**

- 1) Identify the four explanations that you re going to discuss.
- 2) At each level decide which one you are going to drop and then explain why.
- 3) The one that is left at the end if your best explanation.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## WHAT YOU NEED TO KNOW:

- ❑ Outline and evaluate different definitions of religion including the difference between substantive, Functional and Constructionist definition's
  - ❑ Functionalist theories on religion
  - ❑ Key Functionalist thinkers and ideas
  - ❑ Evaluation of Functionalist ideas

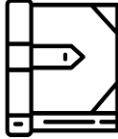
## KEY TERMS FOR THIS TOPIC

- Substantive definitions
- Constructionist definitions
- Sacred
- Profane
- Totemism
- Civil religion
- Collective conscience

## KEY SOCIOLOGISTS

- Durkheim
- Aldridge
- Malinowski
- Parsons
- Bellah

## RESOURCES



- Webb, Westergaard, Trobe and Townend: 5 - 8
- Browne: 16 - 21
- Collins: 446 - 450
- Hodder: 123 - 124



## WEBSITES



Hectic  
Teacher's A  
Level Site



Sociology  
Saviour



Revise  
Sociology



Tutor2U



## VIDEO CLIPS



Esher Sociology



The Sociology  
Tutor



Revision Hub



Adam Walton

**Religion is a vital institution for maintaining social cohesion and solidarity.**

|                                     |   |
|-------------------------------------|---|
| <b>Durkheim</b>                     |   |
| <b>The Sacred &amp; The Profane</b> | One of the main purposes of religion is to differentiate between the <b>sacred</b> (things that are special because they are the product of a higher power or supernatural being) and the <b>profane</b> (things that are ordinary, average and have no special meaning or purpose).  |
| <b>Totemism</b>                     | The essence of a religion can be found in studying its simplest form in the simplest type of society (clan). He studied the <b>Arunta Aboriginal tribe</b> . The tribe consists of bands of kin who come together periodically to worship a sacred totem. The totem is the clan's emblem in the form of an animal or plant to represent the clans origins and identity. These rituals reinforce the clans sense of belonging and solidarity.                              |
| <b>Collective Conscious</b>         | Sacred symbols represent the societies collective conscience. A collective conscience is the shared norms, values beliefs and knowledge that make social living possible. Durkheim believed that regular religious rituals reinforce the collective conscience and maintains social integration reminding people that they share a common moral outlook to which they owe loyalty. Religion also helps the individual to feel a part of something bigger than themselves. |
| <b>Cognitive Functions</b>          | Durkheim believed that religion was the origin of concepts and categories that we need for reasoning, understanding the world and communication. He argues that people need concepts such as time, space, cause, substance and number to make sense of the world and that we need to share these concepts with other in order to communicate effectively. There fore for Durkheim religion is the origins of human thought, reason and science.                           |

|  |  |
|--|--|
| <b>Parsons</b>   |  |
| <b>Values and Meanings</b>   |  |
| Religion helps people to cope with unforeseen situations and uncontrollable outcomes. He identifies two essential functions that religion performs in modern society.: |  |
| 1)   | It creates and legitimates societies central values by sacralising them which serves to promote a value consensus.   |
| 2)   | It is a primary source of meaning by trying to answer the ultimate questions about the human condition such as why people suffer and the good die young. Which enables people to make sense of these vents and helps society maintain stability. |

|   |  |
|---|--|
| <b>Bellah</b>   |  |
| <b>Civil Religion</b>   |  |
| Civil religion is the belief system that attaches sacred qualities to society itself. For example "the American way of life".<br>Bellah argues that civil religion integrates society in a way that all the different churches and religions in America cannot. American Civil religion involves loyalty to the nation state and a belief in god. This is expressed through various symbols and rituals such as the pledge of allegiance the national anthem, phrases such as one nation under God. |  |

|   |   |
|---|---|
| <b>Malinowski</b>   |   |
| <b>Psychological Functions</b>  |   |
| Religion helps people to cope with emotional stress which could undermine social solidarity. Malinowski suggests two types of situation where religion would perform this role: |   |
| 1)  | Where the outcome is important but is uncontrollable and uncertain. For example in the Tribrand tribe lagoon fishing is not seen as dangerous or uncertain so requires no ritual, however Ocean fishing is both dangerous and uncertain so "canoe magic" rituals are performed before setting out.        |
| 2)  | At times of life crisis – major life events such as birth, death, marriage and puberty can be a cause of major disruption and religion serves to minimise that disruption, through the use of rituals. For example funerals reinforce solidarity amongst the survivors and gives comfort to the bereaved. |

|  |  |
|--|--|
| <b>Evaluation</b>  |  |
| <ul style="list-style-type: none"> <li>• Ignores the negative aspects of religion such as hate crimes, oppression of certain social groups and fundamentalism.</li> <li>• <b>Hamilton and Dysfunction:</b> <ul style="list-style-type: none"> <li>• Ignores the ways in which religion can be a source of social division, for example in Northern Ireland between the Protestants and the Catholics.</li> </ul> </li> </ul> |  |



## NOTE TAKING TASK

To ensure that your notes are complete and cover all the necessary content, you need to make sure that you are answering each of the questions below.

| Overview and Durkheim   | Thinkers views   | Evaluation  |
|---|--|---|
| What is the purpose of religion in society according to the functionalists? | For what two occasions did Malinowski suggest religion was used for?           | How does a multifaith society critique Durkheim's ideas of social solidarity? |
| What is the difference between sacred and profane objects?                  | What does Bellah mean by civil religion?                                       | Why might Malinowski not be generalisable to whole societies?                 |
| How did Durkheim suggest the Totem Pole works to worship society?           | When is Bellah writing, and what is the social context of America at the time? |   |
| How do sacred symbols represent a societies collective conscious?           | What non-religious holidays does America have?                                 | Why might conflict theorists critique Parsons' work on religion?              |
| What are the cognitive functions of religion according to Durkheim?         | What functions did Parsons say religion offered?                               | What does Hamilton mean by religion being dysfunctional?                      |



## PRIORITISATION

Once you have taken your notes, colour code the question according to your level of confidence.

Don't get it

Need some help

Fairly confident

I got this!



**KNOWLEDGE CHECK QUESTIONS.**

Complete the following questions firstly without your notes and then check using your notes.

With which theory of religion focuses on the positive role it has to play?

What are the two psychological functions of religion according to Malinowski?

Which sociologist is of with the idea of civil religion?

What is meant by religion reinforcing the collective conscience?

How could postmodernists criticise the Functionalist ideas?

Give 5 examples of how religion may be positive for the individual and/or society

Give one criticism of Durkheim's ideas of the sacred and profane

Give one criticism of the Functionalist theories of religion

How might football be likened to religion?

What is meant by cognitive functions of religion?

**CONSOLIDATION:**

Answer each of the questions that follow making sure that you include the compulsory elements and 3 from the pick and mix elements.

|   | <b>Mandatory requirements</b>   | <b>Pick and Mix</b>  |
|---|---|--|
| <p><b>Question 1:</b><br/>To what extent does religion help to maintain social cohesion and solidarity?</p>       | <ul style="list-style-type: none"> <li><input type="checkbox"/> At least 6 sentences per answer.</li> <li><input type="checkbox"/> A clear answer to the question.</li> <li><input type="checkbox"/> At least 3 elements of the pick and mix list.</li> </ul> | <ol style="list-style-type: none"> <li>1. A sentence that starts with a Verb.</li> <li>2. A sentence that is 8 words long.</li> <li>3. A 4-syllable word.</li> <li>4. A sentence that contains a rhetorical question.</li> <li>5. A sentence that contain alliterations</li> <li>6. A sentence with 3 adjectives.</li> <li>7. A sentence that contains a simile</li> <li>8. A 3-syllable word</li> <li>9. A sentence that contains a metaphor.</li> <li>10. A sentence that contains onomatopoeia</li> </ol> |
| <p><b>Question 2:</b><br/>To what extent do you agree with Bellah's idea of civil religion in modern society?</p> |   |  |
| <p><b>Question 3:</b><br/>Do the psychological functions of religion still have a place in modern society?</p>    |   |  |

Outline and explain two ways that religion can support and maintain social solidarity and cohesion. [10]



**FIRST PARAGRAPH**

**Item**

*Religion and definitions of it are by no means universally agreed. Some sociologists argue religion has a positive role to unity people and keep them on the straight and narrow in times of crisis. Other macro sociologists tend to investigate how religion legitimates and reproduces inequality for individuals and society.*

**Applying material from the item, analyse two functions of religion. [10]**

Deconstruct the question



Think of possible answers



Look for hooks in the Item



Write the paragraph.

| Command Words | Topic | Focus |
|---------------|-------|-------|
|               |       |       |

|  |  |
|--|--|
|  |  |
|--|--|

|  |  |
|--|--|
|  |  |
|--|--|



|  |  |
|--|--|
|  |  |
|--|--|

|  |  |
|--|--|
|  |  |
|--|--|

|  |  |
|--|--|
|  |  |
|--|--|

**FIRST PARAGRAPH**

**ITEM:**

Many functionalist sociologists argue that religion is a 'universal' feature of social life. In their view, this is because it performs indispensable function without which society would to centigrade. It symbolises the power of society and it's shared rituals instil a sense of solidarity and loyalty to the community, and it legitimizes society's central values. Religion also performs important psychological functions, answering 'ultimate' questions and enabling individuals to cope with emotional stress and thus continue performing the roles society requires of them. However, critics argue that functionalists ignore the negative aspects of religion and that functional definitions of religion disregard the particular nature of religious belief.

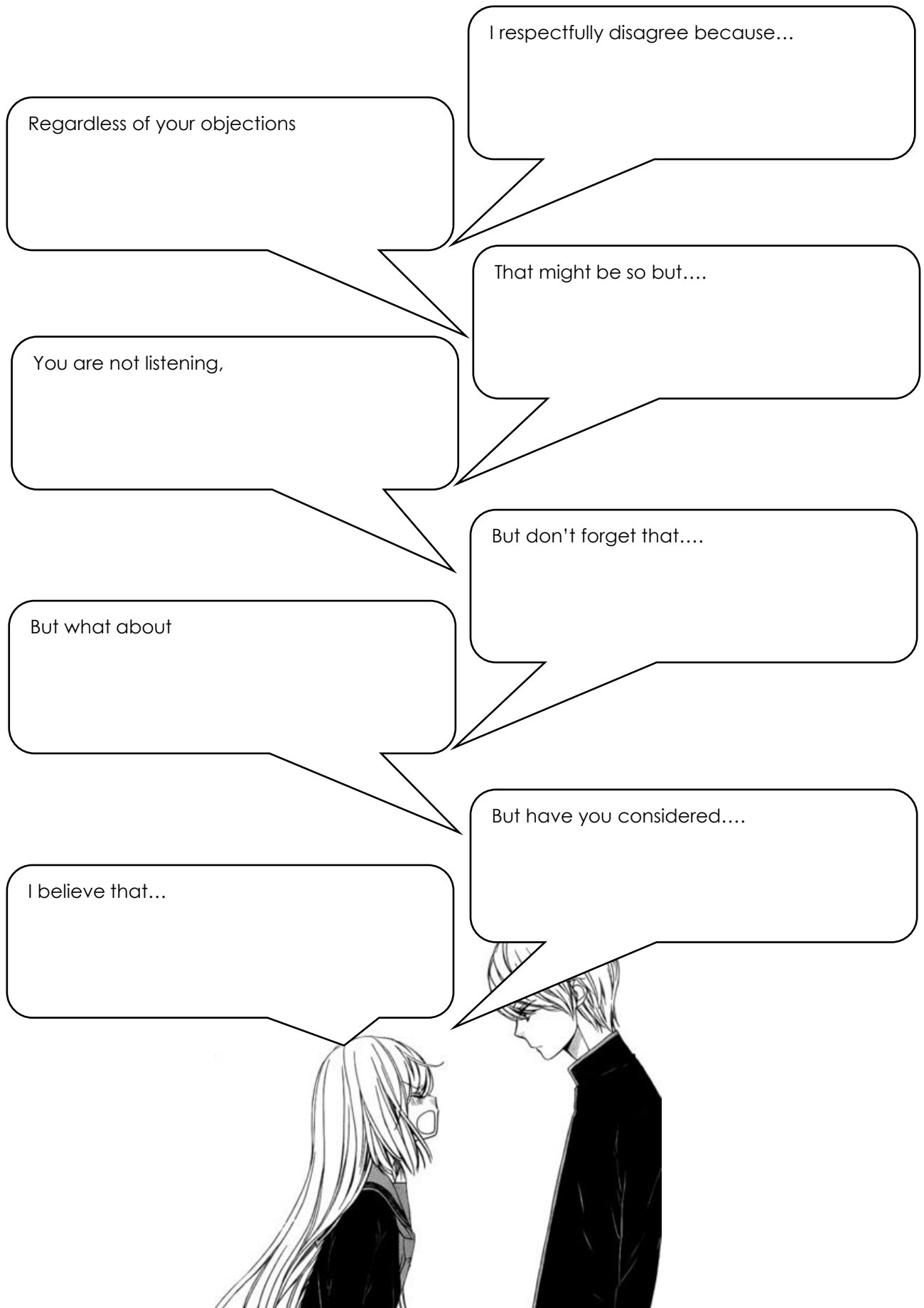
**Applying material from the item and your own knowledge, evaluate functionalist explanations of the nature and role of religion. [20]**

| Command Words | Topic | Focus | Evaluation Stem |
|---------------|-------|-------|-----------------|
|               |       |       |                 |

| Context    |            |       |
|------------|------------|-------|
| Background | Definition | Trend |
|            |            |       |
|            |            |       |
|            |            |       |
|            |            |       |
|            |            |       |
|            |            |       |
|            |            |       |
|            |            |       |
|            |            |       |
|            |            |       |
|            |            |       |
|            |            |       |
|            |            |       |
|            |            |       |
|            |            |       |
|            |            |       |
|            |            |       |
|            |            |       |
|            |            |       |
|            |            |       |
|            |            |       |

|   | Content                            |                                      |
|---|------------------------------------|--------------------------------------|
|   | FOR                                | AGAINST                              |
|   | It is a good approach because..... | It is not a good approach because... |
| 1 |                                    |                                      |
| 2 |                                    |                                      |
| 3 |                                    |                                      |
| 4 |                                    |                                      |

| Answer |
|--------|
|        |



**WHAT YOU NEED TO KNOW:**

- Marxists theories of religion
- Understand religion as ideology
- Understand how religion is linked to alienation
- Evaluation of Marxist ideas.

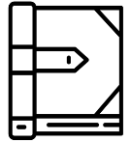
**KEY TERMS FOR THIS TOPIC**

- Religion as ideology
- Opium of the masses
- False consciousness
- Alienation
- Capitalism
- False Class Consciousness
- Compensation

**KEY SOCIOLOGISTS**

- Marx
- Engels
- Lenin
- Feuerbach

**RESOURCES**



- Webb, Westergaard, Trobe and Townend: 8 - 9
- Browne: 21 - 23
- Collins: 450 - 453
- Hodder: 125 - 126



**WEBSITES**



**Hectic  
Teacher's A  
Level Site**



**Sociology  
Saviour**



**Revise  
Sociology**



**Tutor2U**



**VIDEO CLIPS**



**Esher Sociology**



**The Sociology  
Tutor**



**Revision Hub**



**Adam Walton**

Engles argues that socialism and Christianity have similar features. For example they are both ideologies that target the poor and offer a better life. The key difference is that Christianity offers salvation in an after life where as socialism offers it in this life.

The main function of religion is to help maintain the ruling classes power.

|   |   |
|---|---|
| <p><b>Religion as an ideology</b></p>               | <p>Suggests that the suffering of the poor is inevitable and god given. Religion misleads the poor into believing that by suffering in this world they will be rewarded in the next life. For example in Christianity it is taught that it is easier for a camel to pass through the eye of a needle than a rich man to get to enter the kingdom of heaven which creates a false consciousness.</p> <p>Religious teachings encourage the proletariat to believe that the way society is organised is God's will. For example the hymn, All Things Bright and Beautiful, contains the verse:<br/><i>The rich man in his castle, the poor man at his gate<br/>God made them, high or lowly, and ordered their estate.</i></p> <p>Religion is doled out to the masses by the rich and powerful in order to keep them confused and in their place. Lenin believed that the ruling class use religion cynically to manipulate the masses and prevent them from overthrowing the ruling class by keeping them in a mystical fog to obscure reality.</p> |
| <p><b>Legitimises inequality</b></p>                |   |
| <p><b>Legitimises power of the ruling class</b></p> |   |
| <p><b>'Spiritual Gin'</b></p>                       |   |

|   |  |
|---|--|
| <p><b>Religion as a product of alienation</b></p> | <p><b>Alienation means</b> the lack of power, control and fulfillment experienced by workers in capitalist societies which the means of producing goods are privately owned and controlled</p> <p>Religion makes a virtue out of suffering – making it appear as if the poor are more 'Godly' than the rich. One of the best illustrations of this is the line in the bible: 'It is easier for a camel to pass through the eye of a needle than for a rich man to enter the Kingdom of heaven.'</p> <p>Religion can offer hope of supernatural intervention to solve problems on earth: this makes it pointless for humans to try to do anything significant to help improve their current conditions.</p> <p>The promise of an afterlife gives people something to look forwards to. It is easier to put up with misery now if you believe you have a life of 'eternal bliss' to look forward to after death.</p> |
| <p><b>Suffering as a test of faith</b></p>        |  |
| <p><b>Existential Security</b></p>                |  |
| <p><b>Promises of an after life</b></p>           |  |

|   |  |
|---|--|
| <p><b>Religion as the opium of the masses</b></p> | <p><b>By 'Opium of the masses', Marx meant</b> that religion dulls the pain or the oppression they face by offers a temporary high through promises of a better afterlife in order to distract them from their exploitation, in a similar way to the drug opium.</p> <p><b>3 ways that religion is like opium</b></p> <ol style="list-style-type: none"> <li>1 Dulls the pain of exploitation rather than dealing with the cause of the exploitation just like opium dulls the pain of an injury rather than healing the injury itself.</li> <li>2 Religion give a distorted world view, it can offer no solutions to earthly misery but can offer the promise of an afterlife. Just as Opium can create hallucinations and distort the takers perspectives.</li> <li>3 The temporary high that the followers feeling whilst taking part in the rituals mimics the temporary high achieved by taking opium.</li> </ol> |
|---|--|

**Evaluation**

Ignores the positive functions of religion as set out by the Functionalists. Neo Marxists see certain forms of religion as assisting not hindering the development of class consciousness.

Althusser rejects the idea of alienation as being unscientific and more of a romantic notion of people having a true self. This would make it an inadequate concept to base a theory of religion on.

Abercrombie, Hill and Turner – Religion doesn't necessarily function as an ideology to control the population. In pre-industrial society Christianity was a major element of the ruling class ideology but had very little impact on the peasantry.





## NOTE TAKING TASK

To ensure that your notes are complete and cover all the necessary content, you need to make sure that you are answering each of the questions below.

| Religion as an Ideology  | Religion as a product of alienation                             | Opium of the masses   | Evaluation  |
|--|---|---|---|
| How does Engles argue that socialism and Christianity have similar features? | What is meant by alienation in Marxist theory?                  | What is an opium den, and why does Marx describe religion as opium? | How does Halevy support Marx's theory?                                |
| How does religion legitimise social inequality?                              | What are the 3 ways religion provides an answer for Alienation? |   | Why are Leach and Hook critical of the church?                        |
| How does religion legitimise the power of the ruling class?                  | Can you provide 3 applications/examples for the 3 solutions?    | In what three ways is religion like opium?                          | How does secularisation suggest a weakness in Marxist theory?         |
| What phrase does Lenin use to describe religion and what did he mean by it?  |   |   | What is a problem with measuring class consciousness?                 |
|  |   |   | How might feminists criticize traditional Marxist theory on religion? |



## PRIORITISATION

Once you have taken your notes, colour code the question according to your level of confidence.

Don't get it

Need some help

Fairly confident

I got this!

**KNOWLEDGE CHECK QUESTIONS.**

Complete the following questions firstly without your notes and then check using your notes.

What are the two major functions of religion according to Marxists?

Which sociologist is associated with the idea of religion being a spiritual gin?

What is meant by religion being the opium of the masses?

In what ways does Engels see Christianity and Socialism as similar?

Give 2 strengths of Marxist ideas of religion

How does Althusser criticise Marxist ideas on religion?

How does religion legitimise the power of the ruling class?

How do Abercrombie , Hill and Turner criticise the Marxist theory of religion?

In what three ways is religion like opium?

How could you use postmodernist ideas to criticise Marxists here?



## CONSOLIDATION TASK

For each of the statements, determine how far you agree with it by colouring in the blocks (the more you colour in the more you agree) and explain why.

| Statement   | Level of Agreement | Why |
|---|--------------------|-----|
| Religion creates more conflict than it does Cohesion.         |                    |     |
|   |                    |     |
|   |                    |     |
|   |                    |     |
|   |                    |     |
| Religion is a product of Alienation.                          |                    |     |
|   |                    |     |
|   |                    |     |
|   |                    |     |
|   |                    |     |
| Marxist theory of religion is too deterministic to be useful. |                    |     |
|   |                    |     |
|   |                    |     |
|   |                    |     |
|   |                    |     |
| Religion legitimises and normalises social inequality.        |                    |     |
|   |                    |     |
|   |                    |     |
|   |                    |     |
|   |                    |     |
| Religion is like Gin or Opium as suggested by Marx and Lenin. |                    |     |
|   |                    |     |
|   |                    |     |
|   |                    |     |
|   |                    |     |

Outline and explain two criticisms of the Marxist theory of religion. [10]



**FIRST PARAGRAPH**

## Item

One view of religion sees it as a unifying force, binding individuals together and integrating them into the values of their Society. An opposing view see is religion as essentially based on conflict, helping to maintain an unequal Society and preventing Birds at the bottom from seeing their true class position.

**Applying material from the item, analyse two differences between functionalist and Marxist views on the role of religion in Society. [10]**

Deconstruct the question



Think of possible answers



Look for hooks in the Item



Write the paragraph.

| Command Words | Topic | Focus |
|---------------|-------|-------|
|               |       |       |

|  |  |
|--|--|
|  |  |
|--|--|

|  |  |
|--|--|
|  |  |
|--|--|



|  |  |
|--|--|
|  |  |
|--|--|

|  |  |
|--|--|
|  |  |
|--|--|

|  |  |
|--|--|
|  |  |
|--|--|

**FIRST PARAGRAPH**

**ITEM:**

Marxist sociologists tend to take a negative view of the nature of religion and its role in society. For example, Marx regards religion as the product of the alienation that is found in all class societies. In his view, it's role is to act as an ideology that keeps the proletariat subordinated. Religion acts like a drug to dull the pain of exploitation and oppression. However, religion may also be a channel through which people protest against these conditions and make demands for change.

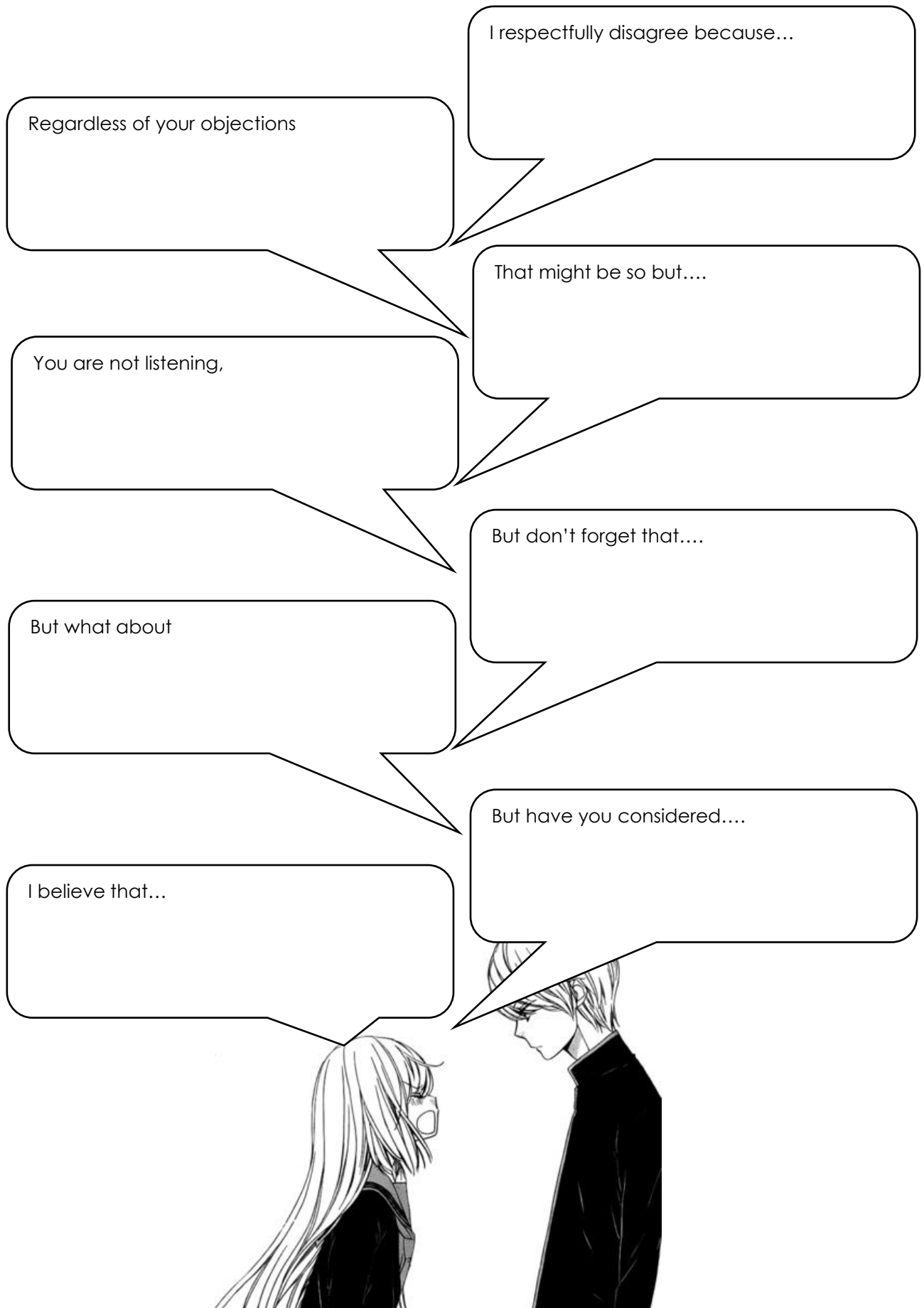
**Applying material from the item and your own knowledge, evaluate Marxist views of the nature and role of religion. [20]**

| Command Words | Topic | Focus | Evaluation Stem |
|---------------|-------|-------|-----------------|
|               |       |       |                 |

| Context    |            |       |
|------------|------------|-------|
| Background | Definition | Trend |
|            |            |       |
|            |            |       |
|            |            |       |
|            |            |       |
|            |            |       |
|            |            |       |
|            |            |       |
|            |            |       |
|            |            |       |
|            |            |       |
|            |            |       |
|            |            |       |
|            |            |       |
|            |            |       |
|            |            |       |
|            |            |       |
|            |            |       |
|            |            |       |
|            |            |       |
|            |            |       |
|            |            |       |
|            |            |       |
|            |            |       |

| Answer |
|--------|
|        |

|   | Content                            |                                      |
|---|------------------------------------|--------------------------------------|
|   | FOR                                | AGAINST                              |
|   | It is a good approach because..... | It is not a good approach because... |
| 1 |                                    |                                      |
| 2 |                                    |                                      |
| 3 |                                    |                                      |
| 4 |                                    |                                      |



## WHAT YOU NEED TO KNOW:

- The dual nature of Religion
- How religion can be a force for change.
- Liberation Theology
- Evaluation of Neo Marxist Theory.

## KEY TERMS FOR THIS TOPIC

- Liberation Theology
- Relative Autonomy
- Hegemony
- Dual Consciousness
- Political Protest
- Organic Intellectual

## KEY SOCIOLOGISTS

- Maduro
- Gramsci
- Casanova
- Martin Luther King
- Gandhi

## RESOURCES



- Webb, Westergaard, Trobe and Townend: 16 – 18
- Collins: 453 - 456



## WEBSITES



Hectic Teacher's  
A Level Site



Sociology Stuff



Revise Sociology



Tutor2U



## VIDEO CLIPS



Esher  
Sociology



Adam Walton



Revision Hub



**Religion is a source of social change**

| Duel Nature of Religion   |  |
|---|--|
| Bloch   | Religion has both a positive and negative influence on society. In many ways it can act as a conservative force on society and help to maintain social inequality and the status quo but it can also act as a force of social change as it can offer the “ <b>Principal of Hope</b> ” to its followers. This principal of hope can in extreme circumstances lead to revolution.  |
| Gramsci   | Agreed that the church does play its part in maintaining cultural hegemony that benefits the ruling class if could also produce its own set of ideas that could inspire social change. This most often occurs when members of the clergy and lower members of the church hierarchy believe they can make a difference in their community, rather than persisting with official messages from the church. This <b>individual autonomy</b> could in some cases override the ruling class ideology that is promoted by the religion as a whole. |
| Evaluation  |  |
| <ul style="list-style-type: none"> <li>• See religion as being socially significant in modern society despite the evidence of secularisation.</li> <li>• Pope John Paul II rejected the Liberation theory and told priests to focus on their religious responsibilities.</li> </ul> |  |

**Neo-Marxism agree with Marxism that religion can exploit the poor**

Neo-Marxism criticises Marxism for failing to see how religion can be a cause of social change and develop class consciousness.

| Religion as a force for social change |   |
|---------------------------------------|---|
| Maduro                                | In societies where protests were against the law (usually dictatorships) the church could act as a safe outlet for frustration for the proletariat. Additionally religious leaders could act as the charismatic leaders that inspire their congregations to achieve and seek social change. Religious leaders would also be seen as untouchable in these dictatorships because they are seen as sacred by their followers, so if they came to any harm that could be the catalyst to begin the revolution.  |
| Liberation Theology                   | A radical movement that grew up in South America as a response to the poverty and the ill-treatment of ordinary people. It was a response to the failure of the Vatican to help its followers with the poverty and exploitation that they faced. The priests encouraged people to enforce change upon society even to use violence if necessary in order to overthrow the dictators who were oppressing them. The movement was successful in Nicaragua however the priests involved were excommunicated by the Catholic church for their role in the Sandinista Revolution. |

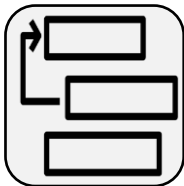
| Case Study: Father Camillo Torres   |  |
|---|--|
| <p><b>Camilo Torres Restrepo</b> (3 February 1929 in Bogotá, Colombia – 15 February 1966 in Santander) was a Colombian socialist, Roman Catholic priest, a predecessor of liberation theology and a member of the National Liberation Army (ELN) guerrilla organisation. During his life, he tried to reconcile revolutionary Marxism and Catholicism. He helped to organise student political protests</p> |  |



## NOTE TAKING TASK: Neo-Marxist View

To ensure that your notes are complete and cover all the necessary content, you need to make sure that you are answering each of the questions below.

| Dual Nature of religion   | Religion as a force for social change  | Evaluation  |
|---|--|---|
| How does neo-Marxism criticize Marxist theory of religion?          | How does Maduro see religion as a force of change?   | How does secularization limit neo-Marxist theory of religion?                 |
| What does Bloch mean when he refers to the dual nature of religion? | What is liberation Theology?   | Have any of these movements been successful in bringing around social change? |
| What is the principal of hope?                                      | How are the following good examples of neo-Marxist theory of religion:<br><br>Civil Rights movement<br><br>Iranian Revolution.<br><br>Catholic movement in Poland 1980's.<br><br>Ghandi and Indian Independence. | Why would a traditional Marxist say all these movements had failed?           |
| How did Gramsci summarise the role of religion?                     |  |   |
| What is an organic intellectual?                                    |  |   |



## PRIORITISATION

Once you have taken your notes, colour code the question according to your level of confidence.

Don't get it

Need some help

Fairly confident

I got this!



## KNOWLEDGE CHECK QUESTIONS.

Complete the following questions firstly without your notes and then check using your notes.

In what way do the Neo-Marxists agree with Marxism?

What does Bloch mean by the term "Principle of Hope"?

What is the Liberation Theology?

Who is Father Camillo Torres?

In what ways do the Neo-Marxists criticise the Marxist view of religion?

What is the dual nature of religion?

Give one criticism of neo-Marxist view of religion.

What does Gramsci mean by religion having individual autonomy?

According to Maduro how does religion act as a force for social change?

Give one strength of the neo-Marxist view of Religion.



## CONSOLIDATION: PEAL Paragraphs

For each of the questions that follow you need to write a response which includes each of the PEAL elements highlighted or underlined (you can use different colours)

Questions:

1. In what way does religion have a dual nature?
2. In what way does liberation theology prove religion can be a force of change?
3. How does secularisation theory limit neo-Marxist theory of religion?

### STRUCTURE

**Point** - state a reason why you have come to your answer.

**Explain** – Justify your answer.

**Apply** – Give evidence to back up your answer.

**Evaluation** – show awareness of the counter argument.

**Link** – Restate your answer.

Outline and explain two differences between Marxist and Neo-Marxist views of Religion. [10]



**FIRST PARAGRAPH**