ROSE STATE COLLEGE

Division Course Syllabus

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<th>HUMANITIES</th>
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<td>Course Title</td>
<td>Philosophy of Religion</td>
<td>Semester and Year Submitted</td>
<td>Fall 2014</td>
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<td>Prepared by</td>
<td>Guy Crain</td>
<td>Hours Per Week: Class</td>
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Course Description (as it appears in Catalog)

The focus of this course is the application of philosophy to religious world-views. Topics covered may include the following: arguments for the existence of God, the problem of evil, the rationality of religious belief, religious experience, atheism, religious exclusivism versus pluralism, paradoxical attributes of God, non-traditional/non-Western conceptions of God and religion.

Prerequisites

READ 1213 or Equivalent

Text(s):
Title: Primary text reading materials on D2L/packet
Author
Publisher
Copyright Date
ISBN #
Reading Level

Supplemental Materials: (Other books, audio visual aids, etc.)
Outline for Remainder of Syllabus:

Rationale:
Religion is pervasive throughout human society. Religious institutions, doctrines, adherents, and rationales are virtually impossible to avoid even locally, let alone globally. In order to engage, participate in, and cooperate with local or global culture responsibly and productively, a foundation of knowledge of religions and religious issues and the ability to apply critical reasoning skills in the sphere of religion are imperative.

Expected Outcomes: Upon completion of this course, students will:
1. Be familiar with the basic questions and concerns in the philosophy of religion.
2. Be able to define and explain relevant vocabulary and arguments in the philosophy of religion.
3. Be familiar with the positions held by certain individual philosophers and certain religious traditions.
4. Be equipped in the application of critical reasoning skills to issues in philosophy of religion.
5. Be aided in their understanding and appreciation for positions in philosophy of religion that differ from their own.
6. Be aided and encouraged in the development of their own positions in philosophy of religion.

Methods of Instruction:
Formal Lecture
Lecture and Discussion
Internet or Computer-based Instruction
Inquiry Approach
Research
Relevant videos or film clips

Assessment (Including Critical Thinking measurements):
Students will be required to demonstrate their knowledge of course content by way of examinations, written assignments, presentations or projects. Grades will be assigned based on a pre-determined scale.
Suggested:
25% Objective examinations over assigned material, including, but not limited to, vocabulary terms, persons and their positions, philosophical concepts, and ability to recognize certain religious positions and argumentation in ordinary language.
25% Written assignments that require either summaries of assigned readings, responses to assigned readings, or both.
25% Presentation or project that focuses on up to three assigned readings in which the students analyzes, harmonizes, contrasts, defends, or rebuts the relevant positions or arguments.
25% Final examination synthesizing all major components of the course

Learning Objectives:
Suggested Units:
UNIT 1: ARGUMENTS FOR THE EXISTENCE OF GOD (Outcomes 1, 2, 3, 4, 5, and 6)
In this unit, students will demonstrate familiarity with both traditional and non-traditional arguments for the existence of God.
1. In 150-250 word written assignments, students will explain or respond to the traditional arguments for the existence of God such as the cosmological, ontological, teleological, moral, and transcendental arguments for the existence of God.

2. In 150-250 word written assignment, students will explain or respond to non-traditional arguments for the existence of God such as arguments from religious experience, mysticism, sensus divinitatis, and consensus gentium.

UNIT 2: THE PROBLEM OF EVIL
In this unit, students will demonstrate familiarity with the logical and evidential problems of evil as well as traditional responses to the problems of evil.

1. In 150-250 word written assignments, students will explain or respond to the problems of evil such as the logical problem of evil (ex., Mackie or Epicurus) or the evidential problem of evil (Hume, Dostoevsky, or Rowe).

2. In 150-250 word written assignments, students will explain or respond to traditional responses to the problems of evil such as the free will defense (Plantinga), the soul-making defense (Iraneus or Hick), and skeptical theism (Wykstra or Alston).

UNIT 3: RATIONALITY OF RELIGIOUS BELIEF
In this unit, students will demonstrate familiarity with the bases for religious belief and disbelief.

1. In 150-250 word written assignments, students will explain or respond to traditional bases for religious belief such as Pascal's Wager, William James' Pragmatism, Plantinga's Reformed Epistemology, and Hick's Rational, Proofless Theistic Belief.

2. In 150-250 word written assignments, students will explain or respond to traditional bases for disbelief such as Freud's Future of an Illusion and Clifford's Ethics of Belief.

UNIT 4: DEATH AND IMMORTALITY
In this unit, students will demonstrate familiarity with a variety of views concerning death and immortality.

1. In 150-250 word written assignments, students will explain or respond to traditional views of death and immortality such as non-material immortality (Plato) and bodily resurrection (Hick, Wright, Swinburne).

2. In 150-250 word written assignments, students will explain or respond to non-traditional views of death and immortality such as materialism (Russell, Epicurus) and reincarnation.

UNIT 5: RELIGION AND SCIENCE
In this unit, students will demonstrate familiarity with a variety of views about the relationship between science and religion and with the debate between certain scientific positions and certain religious traditions.

1. In 150-250 word written assignments, students will explain or respond to views about the relationship between science and religion such as separate-and-competing views, separate-and-non-antagonistic views, and non-separate views.

2. In 150-250 word written assignments, students will explain or respond to antagonistic views between science and religion such as scientific arguments against religion (Dawkins, Bergmann) and arguments against evolution or materialism (Plantinga, Dembski).

UNIT 6: RELIGIOUS PLURALISM
In this unit, students will demonstrate familiarity with defenses of both religious exclusivism and religious pluralism.
1. In 150-250 word written assignments, students will explain or respond to defenses of religious exclusivism (Plantinga).
2. In 150-250 word written assignments, students will explain or respond to defenses of religious pluralism (Hick, Dalai Lama).

UNIT 7: RELIGION AND ETHICS
In this unit, students will demonstrate familiarity with a variety of views about how religion serves as a basis for ethics.
1. In 150-250 word written assignments, students will explain or respond to traditional religious conceptions of ethics such as divine command theory and natural law ethics.
2. In 150-250 word written assignments, students will explain or respond to non-traditional religious conception of ethics such as Buddhist ethics, Hindu ethics, Islamic ethics, or Jewish ethics.

UNIT 8: SYNTHESIS AND CONCLUSION
Students will demonstrate familiarity with and retention of course material by way of a comprehensive examination.