

Course Outline**COURSE:** PHIL 9 **DIVISION:** 10 **ALSO LISTED AS:****TERM EFFECTIVE:** Fall 2014**CURRICULUM APPROVAL DATE:** 02/24/2014**SHORT TITLE:** PHILOSOPHY OF RELIGION**LONG TITLE:** Philosophy of Religion

| <u>Units</u> | <u>Number of Weeks</u> | <u>Type</u> | <u>Contact Hours/Week</u> | <u>Total Contact Hours</u> |
|--------------|------------------------|---------------------|---------------------------|----------------------------|
| 3 | 18 | Lecture: | 3 | 54 |
| | | Lab: | 0 | 0 |
| | | Other: | 0 | 0 |
| | | Total: | 3 | 54 |
| | | Total Learning Hrs: | 162 | |

COURSE DESCRIPTION:

In this course we will systematically explore religious claims. The issues to be investigated include: Does God exist? What is God's nature? Can the existence of God be reconciled with human suffering? Can faith and reason be reconciled? Can conflicting religions simultaneously be true? Other topics include: the afterlife, religious experience, miracles, freedom and divine foreknowledge, and the relationship of religion and science. **ADVISORY:** Eligible for English 1A.

PREREQUISITES:**COREQUISITES:****CREDIT STATUS:** D - Credit - Degree Applicable**GRADING MODES**

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated**SCHEDULE TYPES:**

02 - Lecture and/or discussion

STUDENT LEARNING OUTCOMES:

1. Explain and evaluate the traditional arguments for and against the existence of God, including the problem of evil.

Measure: quizzes, exams, essays, class discussions.

PLO: 1,2,3,4

ILO: 1,2,3,4,6

GE-LO: a1,c3,c4,c6,c7

Year assessed or anticipated year of assessment: 2015

2. Explain the major concepts in philosophy of religion, including God, omnipotence, omniscience, faith, evil, miracles, the afterlife, religious pluralism, free will, and divine foreknowledge.

Measure: quizzes, exams, essays, class discussions.

PLO: 2,3,4,5

ILO: 1,2,3,6

GE-LO: a1,c3,c4,c6,c7

Year assessed or anticipated year of assessment: 2015

3. Compare and relate faith and religious experience with reason and science.

Measure: quizzes, exams, essays, class discussions.

PLO: 2,3,4

ILO: 1,2,3,4

GE-LO: a1,c3,c4,c6,c7

Year assessed or anticipated year of assessment: 2015

PROGRAM LEARNING OUTCOMES:

1. Demonstrate knowledge of the basic rules and principles of logic, especially the skill of identifying, analyzing, and evaluating arguments.

2. Demonstrate knowledge of the perennial questions, problems and theories in the major areas of philosophy (metaphysics, epistemology, value theory, logic), including the arguments and views of the figures in the history of philosophy who address them.

3. Demonstrate proficiency in philosophical writing, which includes presenting and supporting a philosophical thesis and articulating and responding to counterarguments in a way that is clear, concise, accurate, precise, thorough, coherent, and well-organized.

4. Demonstrate the virtues of a critical thinker, including being open-minded, unbiased, intellectually modest, truth-seeking, imaginative, appropriately skeptical, free-thinking, consistent, and empathetic.

5. Demonstrate knowledge of the philosophical views of groups who are unrepresented, disenfranchised, undervalued, and nonwestern.

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 02/24/2014

3 Hours

Introduction to the topic of religion and philosophy.

STUDENT PERFORMANCE OBJECTIVE: understanding philosophy and religion as distinct subject matters.

HOMEWORK.: Essay on defining religion

6 Hours

Topic: Divine Reality, Chap. 1 of text.

STUDENT PERFORMANCE OBJECTIVE:

The student will come to learn of the various forms of divine reality from the monotheistic, Absolute Brahman, the Vibrant Void, the Tao, Polytheism, Henotheism, Speculative metaphysics, and the like.

HOMEWORK:

write a creative essay in which you design a cosmogony (creation) story of your own.

6 Hours

Arguments for a Divine Reality, Chap. 2. STUDENT PERFORMANCE OBJECTIVE: the students will see how as humanity grew more "literate" the arguments for divine existence rested on words and arguments stemming from logic.

HOMEWORK: students will develop an argument for the proof or disproof or agnostic evidence of the existence of a higher power using the tools from class.

6 Hours

Mystical Experience, chap 3.

STUDENT PERFORMANCE OBJECTIVE: The

student will come to understand that the religious experience is not always explicable and often comes about while under the influence of a toxin or in a trance state.

HOMEWORK. Describe a personal mystical or magical experience.

3 Hours

Religion Debunked: Chap 4.

STUDENT PERFORMANCE OBJECTIVE: Students will learn of the arguments given against religion and how religions around the globe have dealt with them

HOMEWORK Test 1.

6 Hours

Existence of Evil: Chap 5.

STUDENT PERFORMANCE OBJECTIVE: Students will discover the vast array of arguments given for the existence of evil in the world.

HOMEWORK: students will write a creative essay describing modern versions of evil and an attempt to explain why it was possible to exist in the world untouched and unstopped.

3 Hours

Religious Language: Chap 6.

STUDENT PERFORMANCE OBJECTIVE: Students will acquire a vast array of religious language used to describe everything from the traditionally holy to the profane. Test 2 to follow

6 Hours

Faith against Reason: Chap 7.

STUDENT PERFORMANCE OBJECTIVE:

Students will begin to see how arguments for religion, particularly in the West have taken a particularly logically, earthly turn. They will read a vast amount of Mediaeval literature on the subject. IN Class Project: Trial of Galileo.

HOMEWORK: Try to discern whether they argue things based on faith (emotion) or reason (logic) in general. It is a creative writing assignment.

6 Hours

Religion and Ethics: Chap 8:

STUDENT PERFORMANCE OBJECTIVE: Students will see how ethics and religion work hand and hand. They will use this time to go through a variety of ethical arguments, e.g. deontology and utilitarianism, along with egoism and determine how these arguments can be brought forth from the theorists religious standpoint. Class Project: Darwin on Trial. and Cloning on Trial. Test 3 after this

6 Hours

Personal Destiny: Chap 9:

STUDENT PERFORMANCE OBJECTIVE: Students will investigate arguments into whether their existence is pre-planned or they have free will.

HOMEWORK: creative writing assignment on their position on the matter

3 Hours

Religious Pluralism: Chap 10:

STUDENT PERFORMANCE OBJECTIVE:

Students will see how many countries have religious pluralism and live in harmony while other countries and religions ask for devotion toward one faith.

HOMEWORK: creative writing assignment on tolerance.

2 Hours

Final Exam

METHODS OF INSTRUCTION:

Lecture/seminar, student presentations/projects, Socratic dialogue, creative essays, weekly quizzes.

METHODS OF EVALUATION:

The types of writing assignments required:

Written homework

Essay exams

The problem-solving assignments required:

Quizzes

Exams

Other: creative writing projects

The types of skill demonstrations required:

Other: mock trials

The types of objective examinations used in the course:

True/false

Other: short answers

Other category:

creative projects

The basis for assigning students grades in the course:

Writing assignments: 35% - 50%

Problem-solving demonstrations: 35% - 50%

Skill demonstrations: 5% - 10%

Objective examinations: 15% - 20%

Other methods of evaluation: 5% - 20%

REPRESENTATIVE TEXTBOOKS:

Louis P. Pojman and Michael Rea. *Philosophy of Religion: An Anthology*, Sixth Edition. Wadsworth, Cengage Learning, Year of Publication: 2012. Or other appropriate college level text.

ISBN: ISBN-13: 978-1-111-30544-4

Reading level of text, Grade: 13+ Verified by: Ryan Scherbart

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV C2, effective 201470

GAV E2, effective 201470

CSU GE:

CSU C2, effective 201470

IGETC:

IGETC 3B, effective 201470

CSU TRANSFER:

Transferable CSU, effective 201470

UC TRANSFER:

Transferable UC, effective 201470

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: PHIL

CSU Crosswalk Course Number: 9

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours: 3

Minimum Hours: 3

Course Control Number: CCC000506217

Sports/Physical Education Course: N

Taxonomy of Program: 150900