

Course Outline of Record

Los Medanos College

2700 East Leland Road

Pittsburg CA 94565

Course Title: Philosophy of Religion

Subject Area/Course Number: Number: PHIL-140

New Course OR Existing Course

Author(s): Edward Haven

Subject Area/Course No.: Philosophy 140
Units: 3

Course Title: Philosophy of Religion
Discipline(s): Philosophy

Pre-Requisite(s): None
Co-Requisite(s): None

Advisories: *Eligibility for ENGL-100*

Catalog Description:

This course will cover both historical and contemporary issues and questions regarding the philosophy of religion. This course seeks to explore philosophical questions within a multicultural religious context, to critically engage with religion to help answer philosophical issues, questions and topics surrounding religion. This typically includes the existence of god, attributes of god, the problem of evil, faith and reason or ethics in religion.

Schedule Description:

Can different religious backgrounds give us insight into the unanswered questions of living a good life, the afterlife and the role of faith? This course will take a critical approach to examining and exploring different religious philosophies in order to enrich our understanding of ourselves, our community and the religiously pluralistic world around us.

Hrs/Mode of Instruction: Lecture: 54 Scheduled Lab: HBA Lab: Composition: Activity: Total Hours

Credit Credit Degree Applicable (DA)
 Credit Non-Degree (NDA)

Grading Pass/No Pass (P/NP)
 Letter (LR)
 Student Choice (SC)

Repeatability 0
 1
 2
 3

Last date of Assessment: Fall 2018

Cohort #: 2

Please apply for:

LMC General Education Requirement(s): Arts and Humanities

Transfer to: CSU UC IGETC Area 3B CSU GE Area C2 C-ID Number

Course is Baccalaureate Level: Yes No

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Signatures:

Department Chair _____ Date _____

Librarian _____ Date _____

Dean (Technical Review) _____ Date _____

Curriculum Committee Chair _____ Date _____

President/Designee _____ Date _____

CCCCD Approval Date (Board or Chancellor's Office) _____ Date _____

STAND ALONE COURSE: YES NO

Course approved by Curriculum Committee as Baccalaureate Level: YES NO

LMC GE Requirement Approved by the Curriculum Committee: _____

FOR OFFICE OF INSTRUCTION ONLY. DO NOT WRITE IN THE SECTION BELOW.

Begin in Semester _____ Catalog year 20____/20____ Class Max: _____

Dept. Code/Name: _____ T.O.P.s Code: _____ Crossover course 1/ 2: _____

ESL Class: Yes / No _____ DSPS Class: Yes / No _____ Coop Work Exp: Yes / No _____

- | | | | | | |
|------------|--|----------|--|-------------------|---|
| Class Code | <input type="checkbox"/> A Liberal Arts & Sciences | SAM Code | <input type="checkbox"/> A Apprenticeship | Remediation Level | <input type="checkbox"/> B Basic Skills |
| | <input type="checkbox"/> B Developmental Preparatory | | <input type="checkbox"/> B Advanced Occupational | | <input type="checkbox"/> NBS Not Basic Skills |
| | <input type="checkbox"/> C Adult/Secondary Basic Education | | <input type="checkbox"/> C Clearly Occupational | | |
| | <input type="checkbox"/> D Personal Development/Survival | | <input type="checkbox"/> D Possibly Occupational | | |
| | <input type="checkbox"/> E For Substantially Handicapped | | <input type="checkbox"/> E* Non-Occupational | | |
| | <input type="checkbox"/> F Parenting/Family Support | | | | |
| | <input type="checkbox"/> G Community/Civic Development | | | | |
| | <input type="checkbox"/> H General and Cultural | | | | |
| | <input type="checkbox"/> I Career/Technical Education | | | | |
| | <input type="checkbox"/> J Workforce Preparation Enhanced | | | | |
| | <input type="checkbox"/> K Other non-credit enhanced | | | | |
| | <input type="checkbox"/> Not eligible for enhanced | | | | |
- *Additional criteria needed
- 1 One level below transfer
- 2 Two levels below transfer
- 3 Three levels below transfer

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Institutional Student Learning Outcomes:



General Education SLOs:

At the completion of the LMC general education program, a student will:

1. read critically and communicate effectively as a writer and speaker.
2. understand connections among disciplines and apply interdisciplinary approaches to problem solving.
3. think critically and creatively
4. consider the ethical implications inherent in knowledge, decision-making and action.
5. possess a worldview informed by diverse social, multicultural and global perspectives.



None

Program-Level Student Learning Outcomes (PSLOs):

1. Citizenship – Developing and applying ethical responsibility and care in academics, the workplace, and global and local communities, while respecting and engaging with a diversity of beliefs, cultures, values, abilities, genders, races, ages, and sexual orientations.
2. Critical Engagement – Becoming critical co-investigators of a pluralistic world towards the agency to apply critical thinking to themselves, their communities and their societies, imparting an ethical imperative.
3. Philosophical Enquiry – Applying the methodologies of philosophy and critical thinking to describe and analyze philosophical and interdisciplinary problems and issues, including in historical context.
4. Philosophical Expression – Express complex philosophical ideas and arguments in clear, coherent and cogent written and oral communication.

Course-Level Student Learning Outcomes (CSLOs):

1. Critically evaluate views concerning philosophical questions as they relate to religion such as the existence of god, attributes of god, the problem of evil, faith and reason or ethics in religion. (GESLO 2, 3, 4 PSLO 1, 2, 3, 4)
2. Critically analyze differing theories concerning philosophical questions as they relate to religion such as the existence of god, attributes of god, the problem of evil, faith and reason or ethics in religion. (GESLO 2, 3, 4 PSLO 1, 2, 3, 4)
3. Explore philosophies from a diverse background of religious thought. (GESLO 5 PSLO 1, 2, 3)
4. Formulate oral and written arguments on philosophical questions as they relate to religion such as the existence of god, attributes of god, the problem of evil, faith and reason or ethics in religion. (GESLO 1, 3 PSLO 2, 3, 4)

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Assessment Instruments:

	Writing Assignments	Reading Assessments	In Class Activities
CSLO 1	X		X
CSLO 2	X	X	X
CSLO 3	X	X	X
CSLO 4	X	X	X

Through the course of the semester students will receive both formative and summative assessments to evaluate their progress towards mastery of the student learning outcomes. Assessments may take on many forms. All assessment will focus on critical engagement with the material in the course, student comprehension of the underlying interconnected philosophical issues and their ability to articulate a well founded position within the philosophical field of discourse. Students course work will be assessed by but are not limited to the following methods:

1. Critically evaluate views concerning philosophical questions as they relate to religion such as the existence of god, attributes of god, the problem of evil, faith and reason or ethics in religion. (GESLO 2, 3, 4 PSLO 1, 2, 3, 4)

Writing Assignments

Formally written essays requires students to present their own views on and about the given philosophical questions as it relates to religion. In these essays students will be asked to evaluate the different views found in the section and take a stance within the philosophical conversation.

In Class Activities

In class students will complete graded activities in which they will be asked to make an assessment of the ideas or claims made in the assigned material. These activities will serve as a start to a larger conversation about the effectiveness of the given arguments.

Sample Assignment

Papers must be 2-3 pages, MLA format and contain at least one direct quotation from an assigned primary text for the course.

Sample writing prompts (for a paper on faith and reason):

1. What role does faith play in justifying knowledge? Is it compatible with reasons?
2. Are there limits to reason? Can faith be an epistemic ground for knowledge beyond these limitations?
3. What moral responsibilities does one have when making epistemic claims? Can faith or reason mediate these responsibilities?
4. Can there be a teleological suspension of the ethical? What would be required for such a case?

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2. Critically analyze and evaluate differing theories concerning philosophical questions as they relate to religion such as the existence of god, attributes of god, the problem of evil, faith and reason or ethics in religion. (GESLO 2, 3, 4 PSLO 1, 2, 3 ,4)

Writing Assignments

Formally written essays request students to present their own views on and about the given philosophical questions as it relates to religion. In these essays students will be asked to evaluate the different views found in the section and take a stance within the conversation about the material.

Reading Assessments

The reading assessment may take on many forms (such as journals, expositions, study questions, reading quizzes), but all will require students to make an analysis of the theory presented in the reading.

In Class Activities

In class students will complete graded activities in which they will be asked to break down and analyze different theories and use those differences to come to a more informed understanding of the material and issue.

Sample Assignment

For the reading “The Harmony of Reason and Revelation” from the text of Thomas Aquinas answer the following study question: Aquinas, unlike Clifford, does not require that each individual person have good reason for what he or she believes. What is Aquinas’s reason for this view? Does the reason strike you as a good one? Why or why not?

3. Explore philosophies from a diverse background of religious thought. (GESLO 5 PSLO 1, 2, 3)

Writing Assignments

When writing papers students will be assessed on their ability to identify the underlying philosophical themes across a diverse background of religious thought, and will be required to utilize this diverse background in order to address the underlying philosophical issues.

Reading Assessments

The readings for the class will come from a diverse background of religious thought.

In Class Activities

In class students will complete graded activities in which they will be asked to engage with the ideas or claims made in the diverse body of religious philosophies being presented in class. These activities will serve as a start to a larger conversation about the effectiveness of the given arguments.

Sample Assignment

For the selected readings from the Tao Te Ching by Laozi answer the following study question: What is knowledge and how do we get it? How does that understanding of knowledge fit in, if at all, with Kierkegaard's idea of faith?

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4. Formulate oral and written arguments on philosophical questions as they relate to religion such as the existence of god, attributes of god, the problem of evil, faith and reason or ethics in religion. (GESLO 1, 3 PSLO 2, 3, 4)

Writing Assignments

All writing assignments will require students to present their ideas on a philosophical issue in a formally written argument.

Reading Assessments

Reading assignments may include formally written arguments for how the text ought to be understood or translated within the context of the philosophical theory.

In Class Activities

Students will be assessed on their oral presentation of material in class. The oral presentations will be a graded assignment in which students must demonstrate mastery of the assigned material.

Sample Assignment

All students have been assigned (in class) a passage from the Brhadaranyaka Upanisad. Students will be required to read the passage and present a summary and analysis of the passage. This will include identifying: What is the main theme in this section? What method is used to show this? What terms are defined in this section? And any other information you might find useful.

Students will be graded on, their preparedness, accuracy of information, quality of analysis and ability to answer questions from the professor about the section.

Method of Evaluation/Grading:

The course will be broken into at least three sections, each dealing with a different philosophical question. Each section will be composed of in class activities to help the students better engage with the material, reading assessments for the assigned readings in the section, and will culminate in a paper. Additional assessment may be made by the instructor as needed.

A sample break down of grade weight by approximate percentage value could be:

Writing Assignments 45% (15% per paper, with the lowest paper grade dropped)

Participation 25% (over ~20 – 30 graded activities)

Reading Journals 30% (15 assignments each worth 2%)

Upon completion of the course, a percentage of completed course work will be calculated using the assessments from the course. A letter grade will be assigned as follows:

A	90 - 100%
B	80 - 89%
C	70 - 79%
D	60 - 69%
F	0 – 59%

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A student who earns an 'A' grade will have achieved mastery in the course-level learning outcomes, demonstrating exceptional ability for critical engagement with the material in the course, comprehension of the underlying interconnected philosophical issues and their ability to articulate a well founded position within the philosophy field of discourse.

A student who earns a 'B' grade will have achieved near mastery or mastery in some but not all of the course-level learning outcomes, demonstrating a strong ability for critical engagement with the material in the course, comprehension of the underlying interconnected philosophical issues and their ability to articulate a well founded position within the philosophy field of discourse.

A Student who earns a 'C' grade will have achieved a satisfactory completion of the course-level learning outcomes, demonstrating satisfactory ability for critical engagement with the material in the course, comprehension of the underlying interconnected philosophical issues and their ability to articulate a well founded position within the philosophy field of discourse.

A student who earns a 'D' grade will have achieved near satisfactory completion or satisfactory completion in some but not all of the course-level learning outcomes, demonstrating below standard ability for critical engagement with the material in the course, comprehension of the underlying interconnected philosophical issues and their ability to articulate a well founded position within the philosophy field of discourse.

A student who earns a 'F' grade will lack satisfactory completion of the course-level learning outcomes, demonstrating a deficiency in ability for critical engagement with the material in the course, comprehension of the underlying interconnected philosophical issues and their ability to articulate a well founded position within the philosophy field of discourse.

Course Content:

The course will be divided into sections, each covering a different philosophical question or issue, seeking to help students navigate these questions and develop a philosophical methodology to critically think about issues and problems.

Sample outline:

- I Introduction to Philosophy of Religion
 - A. What Philosophy of Religion is and is not
 - B. How to approach religion philosophically
- II Does God Exist?
 - A. Arguments against the existence of God
 - B. Ontological Argument
 - 1. Classical Ontological Argument
 - 2. Critique Ontological Argument
 - 3. Modal Ontological Argument
 - C. Cosmological
 - 1. Classical Cosmological Argument
 - 2. Critique of Cosmological
 - 3. Kalam Cosmological Argument
 - D. Teleological Argument

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1. Analogical Teleological Argument
 2. Critique Teleological Argument
 3. Anthropic Teleological Argument

III Attributes of God

- A. Omnipotence
- B. Omniscience
- C. Timeless vs Everlasting
- D. Being all things vs Nothing

III. The Problem of Evil

- A. The Problem of Evil, Hume
- B. Best of all worlds
- C. Freewill Defense
- D. Evil and Suffering

IV. Faith and Reason

- A. The Harmony of Faith and Reason, Aquinas
- B. The Ethics of Belief, Clifford
- C. The Will to Believe, James
- D. Fear and Trembling, Kierkegaard

V. Ethics in Religion

- A. The Relation of Good to the Divine Will, Plato
- B. Ethics and Natural Law, Aquinas
- C. A Confusion View of Morality
- D. Ethics without Religion, Sartre

Lab By Arrangement Activities (If Applicable): N/A

Instructional Methods:

- Lecture
- Lab
- Activity
- Problem-based Learning/Case Studies
- Collaborative Learning/Peer Review
- Demonstration/Modeling
- Role-Playing
- Discussion
- Computer Assisted Instruction
- Other (explain) _____

Textbooks:

1. Selections from primary sources (Open Educational Resources)
2. Peterson, Reichenbach, Hasker, Basinger (2014) Philosophy of Religion (5th ed.) New York: Oxford University Press.
3. David Stewart (2016). Exploring the Philosophy of Religion (7th ed.). London: Routledge.
4. Steven M. Cahn (2015). Exploring Philosophy of Religion: An Introductory Anthology (2nd ed.). New York: Oxford University Press.