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To: [Kikuchi, Myrna Dee Castillo](#); [Livesay, Blake](#); [Perez, Jacquelyn](#)
Subject: Philosophy 2 GE Submission
Date: Friday, January 22, 2016 12:57:09 AM
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Muriel Mc Clendon, Chair
General Education Governance Committee
Attn: Myrna Dee C. Kikuchi, Program Representative
A265 Murphy Hall
Mail Code: 157101

Dear General Education Governance Committee,

Please find attached the GE Course Information Sheet and a Syllabus for PHIL 2 (Introduction to Philosophy of Religion). I am sending these materials on behalf of the UCLA Philosophy Department at the direction of Blake Livesay. You can contact me at this email address or Blake at blivesay@humnet.ucla.edu. Thank you for your consideration.

Sincerely,

Andrew Jewell

Lecturer, Philosophy Department, UCLA

General Education Course Information Sheet*Please submit this sheet for each proposed course*

Department & Course Number Philosophy 2
 Course Title Introduction to Philosophy of Religion
 Indicate if Seminar and/or Writing II course _____

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis X
- Philosophic and Linguistic Analysis X
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis _____
- Social Analysis _____

Foundations of Scientific Inquiry

- Physical Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____
- Life Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

The course concerns philosophical questions that arise over the nature and rationality of religious belief and faith in God. Hence, the course concerns the philosophical analysis of a subject matter that has widespread cultural influence and engages with it using philosophical tools.

3. "List faculty member(s) who will serve as instructor (give academic rank):

Andrew Jewell, Lecturer

Do you intend to use graduate student instructors (TAs) in this course? Yes X No _____

If yes, please indicate the number of TAs 1-2

4. Indicate when do you anticipate teaching this course over the next three years:

2015-16	Fall	_____	Winter	_____	Spring	<u>X</u>
	Enrollment	_____	Enrollment	_____	Enrollment	<u>80-100</u>
2016-17	Fall	_____	Winter	_____	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	_____
2017-18	Fall	_____	Winter	_____	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	_____

5. GE Course Units

Is this an **existing** course that has been modified for inclusion in the new GE? Yes _____ No X

If yes, provide a brief explanation of what has changed. _____

Present Number of Units: 5 Proposed Number of Units: 5

6. Please present concise arguments for the GE principles applicable to this course.

❑ General Knowledge	The course will survey and compare different contemporary and historical philosophical theories of God, of religious belief, and of challenges to such belief. Since the course surveys a number of different theories and topics, the theoretical knowledge acquired is broad.
❑ Integrative Learning	The course requires students to compare different historical and contemporary philosophical approaches to the existence of God and the rationality of religious belief and to adjudicate between them by employing philosophical tools.
❑ Ethical Implications	The course focuses in part on the relationship between God and ethics.
❑ Cultural Diversity	The course engages with the rationality of religious belief quite broadly and in a way that is applicable to different religions in different cultural contexts. A number of the central readings for the course are from the Middle Ages. Engaging with these texts will help expand the cultural horizons of the students.
❑ Critical Thinking	The course teaches logical analysis, argument reconstruction, and step-by-step argumentative assessment. Many of the theories in which we are interested are framed in logical language and rely heavily on logical tools.
❑ Rhetorical Effectiveness	The papers assigned for the course are designed to help teach the construction of rigorous and well-supported philosophical arguments, and the discussion sections help to teach clarity of expression.
❑ Problem-solving	The course is structured around the discussion of a series of puzzles and challenges for religious belief. Students are required to write a term paper that applies the philosophical tools and theories discussed in the course to these problems.
❑ Library & Information Literacy	Students will acquire the ability to do close readings of required texts from the history of philosophy and contemporary sources.

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

1. Lecture:	<u>4</u>	(hours)
2. Discussion Section:	<u>1</u>	(hours)
3. Labs:	<u> </u>	(hours)
4. Experiential (service learning, internships, other):	<u> </u>	(hours)
5. Field Trips:	<u> </u>	(hours)

(A) TOTAL Student Contact Per Week **5** **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

1. General Review & Preparation:	<u>1</u>	(hours)
2. Reading	<u>3</u>	(hours)
3. Group Projects:	<u>N/A</u>	(hours)
4. Preparation for Quizzes & Exams:	<u>1</u>	(hours)
5. Information Literacy Exercises:	<u>1</u>	(hours)
6. Written Assignments:	<u>3</u>	(hours)
7. Research Activity:	<u>1</u>	(hours)

(B) TOTAL Out-of-class time per week

10
15

(HOURS)

GRAND TOTAL (A) + (B) must equal at least 15 hours/week

(HOURS)

PHIL2: INTRODUCTION TO PHILOSOPHY OF RELIGION

I. Introduction

According to Pew Research, eight-in-three percent of the world's population identifies as a member of a religious group¹. This statistic offers some support to the claim (oftentimes reported) that a majority of the world's population believes in a god or gods. The present course (PHIL 2) is a survey of a number of important philosophical issues surrounding this widespread religious belief.

The questions of this course can be divided into two broad categories:

Epistemological/Metaphysical Questions: Firstly, we will examine the nature of religious belief. In particular, we will examine the question whether religious beliefs are epistemically rational, whether there is a God, and whether non-believers have reasons to believe. As part of answering these questions, we will examine the nature of faith and discuss in some detail the famous “problem of evil.”

Ethical Questions: Secondly, we will examine the relationship between God and morality. We will look at one (recently more popular) theory that ethical norms depend on God. We will also consider whether we have *practical* reasons to believe in the existence of God, and whether it is possible to believe in God for practical reasons.

As part of discussing these questions, students will develop their critical abilities and analytical skills. There are no philosophical prerequisites for this course.

II. Assignments and Grading

Philosophical texts are invariably complicated, even when they may appear otherwise, and it significantly helps with understanding to come to class with questions and thoughts (particularly complaints) in advance. For this reason, it is both required and extremely important that you do the reading sometime before class. There will be short writing assignments and short quizzes that promote this aim. In addition, I highly recommend the following guide to reading philosophy:

<http://www.jimpryor.net/teaching/guidelines/reading.html>

There are two primary assignments for the course: a take-home midterm exam and a final paper. There will also be a weekly writing assignment (we will skip the first week) that will either (i) require you to exercise a particular philosophical skill or (ii) require you to answer a series of short questions about the reading assignment. The first sort of writing assignment will be graded check-plus/check/check-minus/no-check. The check system will correspond to a numerical percentage of 100/90/75/0 (respectively). The quizzes will

¹ <http://www.pewforum.org/2012/12/18/global-religious-landscape-exec/>

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be scored in standard numerical fashion (each question weighted equally) out of 100 points. The short quizzes will make up 10% of the final grade and the reading responses another 10%.

The papers and writing assignments need to be submitted to turn-it-in (found on my.ucla.edu). The assignments that you submit absolutely *must be* your own work (<http://www.studentgroups.ucla.edu/dos/assets/documents/StudentGuide.pdf>), and they need to be handed in by the due date. I am willing to give extensions in unusual circumstances, and the TAs and myself are happy to help if you feel stuck on something.

The final grades will be determined according to this rubric:

Midterm Assignment	35.00%
Final Paper	35.00%
Reading Responses and Quizzes	20.00%
Participation	10.00%

The grade penalty for late assignments is a deduction of 1/3 a whole letter grade per day late. Concretely, this means that a B+ paper that is a day late is penalized to a B.

The participation score is worth one whole letter grade (e.g. the difference between an A- and a B-), and it will not be awarded automatically. In order to be guaranteed an excellent participation score, students must attend section and lecture and participate. One way to participate is to ask questions during class or section. Another way to participate is to come to discuss the readings or lectures with your TA or me during our office hours. There may also be other opportunities to participate not listed here. A student who does all the required reading and asks *informed* questions about the content of the readings during section or office hours will be awarded full participation points.

III. Tentative reading schedule:

The main texts for the course are as follows:

PR: Pojman, L. and Rea M. (2015). *Philosophy of Religion: An Anthology* (7th Edition). Stamford, CT: Wadsworth Publishing.

GRT: Davies, S. (1997). *God, Reason and Theistic Proofs*. Grand Rapids, MI: Wm. B. Eerdmans Publishing.

CR: Course Reader (available from UCLA).

PHIL2: INTRODUCTION TO PHILOSOPHY OF RELIGION

The readings listed in the schedule below are available in the course reader or in the two course textbooks. I have marked them using the key above. The schedule of readings *will change* given the pace of the discussion, and we will not read everything listed here. I will post a revised syllabus on the course website if (or when) the schedule appears set to change significantly.

WEEK ONE: GOD

Day one: Introductory lecture: no readings

Day two: The features of God: PR, section 1b, pgs. 82–106.²

- “Temporal Eternity” [Davies]
- “The God Beyond Time” [McCann]
- “Is God’s Power Limited?” [Aquinas]

WEEK TWO: COSMOLOGICAL PROOFS

Day one: Cosmological arguments: GRT, Ch. 1.

Day two: Cosmological arguments: PR, section 2b, pgs. 164–177.

- “The Five Ways” [Aquinas]
- “The Argument from Contingency” [Clarke]
- “An Examination of the Cosmological Argument” [Rowe]

Suggested reading: GRT, Ch. 4.

WEEK THREE: ONTOLOGICAL PROOFS

Day one: Ontological arguments: PR, section 2a, pgs. 155–162;

- “The Ontological Argument” [Anselm]
- “A Critique of the Ontological Argument” [Kant]

Day two: Ontological arguments: GRT, Ch. 2.

WEEK FOUR: TELEOLOGICAL PROOFS

Day one: Teleological arguments: Hawthorne, “Religious Knowledge,” CR.

Day two: Teleological arguments: PR, section 2c, pgs. 198–210; GRT, Ch. 6.

- “The Watch and the Watchmaker” [Paley]
- “A Critique of the Design Argument” [Hume]
- “Arguments from Design” [Swinburne]

² NOTE: The readings from the PR anthology are mostly excerpts from longer texts. The titles listed here do not always match the source material.

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WEEK FIVE: RELIGIOUS EXPERIENCE AND REVELATION

Day one: Religious experience: PR, section 4a, pgs. 431–449.

- “Perceiving God” [Alston]
- “Do Mystics See God?” [Fales]

Day two: Religious experience: GRT, Ch. 7. Plantinga [excerpt], CR.

WEEK SIX: MIRACLES AND RELIGIOUS TESTIMONY

Day one: Religious testimony: PR, section 4b, pgs. 460–477.

- “Against Miracles” [Hume]
- “Miracles and Testimony” [Swinburne]

Day two: Religious testimony: PR, section 4b, pgs. 477–487.

- “Of ‘Of Miracles’” [Van Inwagen]

MIDTERM DUE IN CLASS

WEEK SEVEN: FAITH AND RATIONALITY

Day one: Can faith be rational?: PR, section 5c, pgs. 589–609.

- “Rational Theistic Belief Without Proof” [Hick]
- “The Presumption of Aesthism” [Flew]

Day two: Rational belief without argument: PR, section 5c, pgs. 609–635.

- “Rational Religious Belief Without Arguments” [Bergmann]
- “Intellectual Virtue in Religious Epistemology” [Zagzebski]

Suggested reading: GRT, Ch. 5.

WEEK EIGHT: THE ARGUMENT FROM EVIL:

Day one: The Argument from Evil: Mackie, “Evil and Omnipotence,” CR; Plantinga, “The Free Will Defense,” CR.

Day two: The Argument from Evil: Rowe, “The Inductive Argument Against the Existence of God,” CR; Stump, “The Problem of Evil and Desires of the Heart,” CR.

WEEK NINE: PRACTICAL REASONS TO BELIEVE?

Day one: Pascal’s Wager: PR, section 5b, pgs. 572–587.

- “The Wager” [Pascal]
- “The Ethics of Belief” [Clifford]
- “The Will to Believe” [James]

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Day two: Believing at Will: Williams, “Deciding to Believe,” CR; Hieronymi
“Believing at Will,” [excerpt], CR. GTZ, Ch. 9.

WEEK TEN: MORALITY AND GOD

Day one: Divine Command Theory: Quinn, “God and Morality,” CR. Plato,
Euthyphro [excerpt], CR. GRT, Ch. 8, 146–150.

Day two: Review

FINAL PAPER DUE BY THE END OF FINALS WEEK.