



Course Outline: Topics in Philosophy of Religion

PHIL 2662G/3692G

School of Humanities

General Information

Course #: Topics in Philosophy of Religion PHIL 2662G/3692G

Section #: 530

Term: Winter

Year: 2023

Course Day and Time: Tuesday 4:30-6:30 and Thursday 4:30-5:30

Location: BR-302

Instructor Information

Name: Dr. Frank Cameron

E-mail: fcamero3@uwo.ca

Office Hours: Thursday: 5:30 – 6:30

Course Description

This course is concerned with some main philosophical questions pertaining to belief in God. Topics may include: arguments for and against the existence of God, faith and reason, religious experience, the problem of evil, the relationship between religion and science, and the relationship between religion and ethics.

Required Course Materials

Philosophy of Religion: Selected Readings, 5th ed., edited by M. Peterson, W. Hasker, B. Reichenbach, and D. Basinger, 2014, Oxford University Press. ISBN: 9780199303441

Learning Outcomes

By the end of the course, students will be able to do the following:

1. Communicate information, arguments, and analyses accurately and reliably, orally and in writing, grounded in reading and research into political identities, both the required course content and additional readings;

2. Demonstrate, orally and in writing, a knowledge and critical understanding of the core concepts, theories, and arguments related to the study of the philosophy of religion in the required course content;
3. Review, present, and critically evaluate qualitative and quantitative information derived from reading and research into the philosophy of religion, both the required course content and additional readings;
4. Completion of a Course Essay demonstrating advanced critical skills in exposition, analysis, and integration of a broad range of materials related to a relevant topic in the philosophy of religion.

Brescia Competencies

The seven competencies listed below are Brescia's institution-level learning outcomes. These are qualities which Brescia seeks to develop and encourage in students. Course content, activities, and assignments assist students in developing the Competencies. As will be seen, the activities and requirements of a course can be associated with one or more competency. For instance, a written report or essay may represent an activity consistent with communication, critical thinking, and problem solving (1,2,4).

1. *Communication*: The ability to exchange information and meaning effectively across cultures, space and time through appropriate modes of communication. Includes oral, written, and interpersonal or group communication, as well as the ability to use current or innovative media.
2. *Critical Thinking*: The ability to engage in thinking characterized by the rational, informed, independent, and open-minded exploration of issues, ideas, and events before accepting or formulating a conclusion.
3. *Inquiry and Analysis*: The ability to create and execute a strategy to answer a question or achieve a goal. Includes being able to anticipate the consequence of a potential solution, select a strategy among several alternatives, and decide when an acceptable outcome has been reached.
4. *Problem Solving*: The ability to create and execute a strategy to answer or achieve a goal. Includes being able to anticipate the consequence of a potential solution, select a strategy among several alternatives, and decide when an acceptable outcome has been reached.
5. *Self Awareness and Development*: The ability to draw meaning, knowledge and value from honest and fair reflection and self evaluation. Students are able to recognize their values and their impact on others and make a commitment to personal growth.
6. *Social Awareness and Engagement*: The ability to respect and be open to diversity (e.g. cultural, religious, political). Students take personal responsibility to actively engage in

and contribute to creating positive change in local, regional, national, or global communities and societies.

7. *Valuing*: The ability to make decisions or choose actions based on the consistent application of moral principles and ethical codes. Students must also be able to understand the ideas informing one's beliefs and be accountable for their actions.

Teaching Methodology and Expectations of Students

Lectures and class discussions that build upon the lectures provide the backbone of the course. You are **strongly** advised not to miss classes. Important material, detailed instructions, information and insights on course themes, assessment, written work, course objectives and other essential matters will be presented in these sessions. The assignment of 15% of the final mark to student participation indicates the importance of student involvement in class proceedings.

Evaluation

Component	Weight	Date/Deadline	Learning Outcome	Brescia Competencies
Class participation	15%	Ongoing	1-4	1, 2, 7
Midterm exam	20%	Feb. 16	1-4	2-3, 5-7
Essay	35%	April 6	1-3, 5	1, 2, 4, 7
Final Take-Home Exam	30%	April 13	1-3	1, 2, 4, 7

Academic Accommodation

For course components worth 10% or more of the total course grade, please see the Academic Policies and Regulations section at the end of this course outline or consult the Academic Calendar.

For course components worth less than 10% of the total course grade, documentation is not required. Whenever possible students should provide notification in advance of due dates or absence. If advance notification is not possible, the course instructor should be contacted within two business days.

Course Content

The following provides information on course content. It specifies the topic, description, and readings for each week. It also provides the due dates for assignments and tests.

Weekly sessions:

1. January 10 Introduction to the Course

Lecture: "Political Identity: An Introduction."

2. January 17 The Evolution of Political Identities

Reading:

Ian Burkitt (2011). "Identity Construction in Sociohistorical Context." In *The Handbook of Identity Theory and Research* (Eds.), Seth J. Schwartz, Koen Luyckx, and Vivian L. Vignoles (pp.267-283). New York: Springer.

3. January 24 The Stories We Tell

Reading:

Phillip L. Hammack. (2008). Narrative and the Cultural Psychology of Identity. *Personality and Social Psychology Review*, 12(3), 222-247.

4. January 31 Nationalisms & the Politics of Self and Other

Reading:

Catarina Kinnvall (2004). "Globalization and Religious Nationalism: Self, Identity, and the Search for Ontological Security." *Political Psychology* 25(5): 741-767.

5. February 7 Borders and Intersections

Reading:

Nira Yuval-Davis, Georgie Wemyss, and Kathryn Cassidy (2019). "Introduction: Framing Bordering." In *Idem., Bordering* (pp. 1-29). Cambridge: Polity Press.

6. February 14 Gendered Identities

Reading:

Mary Holmes (2019). "Gendered Identities". In *The Routledge Handbook of Identity Studies* 2nd, (Ed.), Anthony Elliot (pp.185-20`). London: Routledge.

7. NO CLASSES (February 20-24)

Racialized Identities

Reading:

David Stein (2019). "Black Freedom Struggles and African American Identity". In *The Routledge Handbook of Identity Studies* 2nd. (Ed.), Anthony Elliot (pp. 332-350). London: Routledge.

8. February 28

Misrecognition and the Denial of Identity

Reading:

Nick Hopkins and Leda Blackwood. (2011). "Everyday Citizenship: Identity and Recognition". *Journal of Community and Applied Social Psychology* 21, 215-227.

9. March 7

10. March 14

Leaders, Followers and Entrepreneurs of Identity

Reading:

S. Alexander Haslam and Stephen D. Reicher (2016). "Rethinking the Psychology of Leadership: From Personal Identity to Social Identity." *Daedalus* 145(3): 21-34

11. March 21

Identity Strategies

Reading:

Esra Ari (2019). "Centering the White Gaze: Identity Construction Among Second-Generation Jamaicans and Portuguese". *Canadian Ethnic Studies* 51(2): 61-86

12. March 28

Postcolonial and Global Identities

Reading:

Giorgio Shani (2019). "Identity Politics in the Global Age". In *The Routledge Handbook of Identity Studies* 2nd Ed. (Ed.), Anthony Elliot (pp. 405-423). London: Routledge.

13. April 4 Conclusion/Summary/Review/Take-Home Exam handed out

2022-23 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING ACADEMIC ACCOMMODATION

The complete policy regarding Academic Accommodation for Illness – Undergraduate Students can be found at https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_135

Students who have long-term or chronic medical conditions which may impede their ability to complete academic responsibilities should seek Academic Accommodation through Student Accessibility Services

(https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_10).

Personal commitments (e.g. vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

Students who experience an illness or extenuating circumstance sufficiently severe to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

1. For medical reasons, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner;
2. For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to their Academic Advisor. Students are encouraged to contact their Academic Advisor to clarify what documentation is acceptable.

Request for Academic Consideration for a Medical Absence

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support medical or compassionate claim. All such requests for academic accommodation must be made through an Academic Advisor and include supporting documentation.

Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

The following conditions apply for students seeking academic accommodations on medical grounds:

1. Students must submit their Student Medical Certificate (SMC) along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. An SMC can be downloaded from https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf;
2. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period;
3. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, scheduled tests or examinations, and other academic requirements;
4. Students must communicate with their instructors no later than 24 hours after the end of the period covered by the SMC to clarify how they will fulfill the academic expectations they may have missed during the absence;
5. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the course instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements, arranging Special Exams (make-ups), re-weighting course requirements, or granting late withdrawal without academic penalty.

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge that is interfering with your work, contact your Instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds are not normally considered.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor

(https://brescia.uwo.ca/enrolment_services/academic_advising/book_an_appointment.php). If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please contact your Academic Advisor or see the list of sessional dates in the Academic Calendar

(<https://www.westerncalender.uwo.ca/SessionalDates.cfm?SelectedCalender=Live&ArchiveID=>).

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.

3. ABSENCES

Short absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Please note that for asynchronous online courses, attendance or participation requirements may be different than for synchronous or in-person courses.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work, and arrange academic accommodation if appropriate or warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#Page_64).

4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence at: https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked Tests/Exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory with the decision of the Dean, they may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal and if the matter falls within the jurisdiction of the SRBA. For information on academic appeals consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar

https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14.

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

6. PREREQUISITES

Unless you have either the prerequisites for a course or written Special Permission from the Dean to enroll in it, you will be removed from the course and it will be deleted from your

record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

7. SUPPORT

Support services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. Students can access supports through Brescia's Student Life Centre (<https://brescia.uwo.ca/life/student-life/>) and Learning Development & Success at Western (<https://www.uwo.ca/sdc/learning/>).

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can obtain information about how to obtain help for yourself or others through Health & Wellness at Western, http://uwo.ca/health/mental_wellbeing/index.html.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at https://brescia.uwo.ca/safe_campus/sexual_violence/index.php.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy, and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.