

**PHIL 3313: PHILOSOPHY OF RELIGION**  
**SPRING 2022**  
**DEPARTMENT OF POLITICAL SCIENCE AND PHILOSOPHY**

## PROFESSOR

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Name: Dr. Badiola  
Office: RAS 219; [Virtual Office](#) (requires previous notification)  
Email: [sbadiola@angelo.edu](mailto:sbadiola@angelo.edu)  
Office Phone: (325) 942-6105  
Office Hours: MW: 9:00AM-1:00PM; others by appointment

Do not hesitate to contact me during regular office hours. You can visit my local or virtual office, call me or send me an email. If you plan to meet me virtually, please let me know in advance. Also, I will be happy to schedule an appointment at a different time if those offered above do not work for you. Please allow me 24 hours to respond to your emails before you feel abandoned. I will be happy to assist you with any difficulty you may have regarding the course or any question about a particular issue.

## COURSE DESCRIPTION

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This course examines some fundamental issues concerning the nature of religious belief, the relation between faith and reason, the arguments for and against the existence of God, the problem of evil, the relation between science and religion, and the possibility of the afterlife. The course has also a “practical” component which will help you apply the theoretical tools discussed in this class by reflecting on how you see them at work in your community.

## COURSE OBJECTIVES

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- Students will analyze and critically evaluate past and contemporary approaches to various topics in Philosophy of Religion and will learn to effectively articulate their own positions
- Students will engage with the community they live in and will be able to apply the theoretical tools from this class by reflecting on an exchange with religious community leaders
- Students will develop the ability to think and write about the issues explored in class in a clear and a coherent manner.

## STUDENT LEARNING OUTCOMES (IDEA)

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Upon completion of the course, you will:

1. Develop specific skills, competencies and points of view required by professional philosophers who teach philosophy (IDEA #4)
2. Develop skills in expressing yourself orally or in writing (IDEA #8)
3. **Acquire skills in critical analysis by learning how to critically evaluate ideas, arguments, and points of view (IDEA #11)**

## STUDENT LEARNING ASSESSMENT

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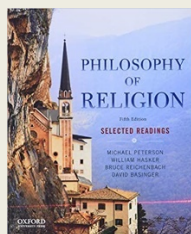
Assessment Type	Student Learning Outcome assessed	Weight as a Percentage
Class participation: Critical analysis and class discussion of reading assignments; peer review; attendance; quizzes; questions for class discussion (at least 12 days)	1, 2, 3	20
2 Essays (Critical Reflection)	1, 2, 3	25
Tests* (2)	1, 2, 3	50
Questions for community project	1, 2	5
Total		100%

\* NOTE about absence policy: more than 4 unjustified absences will impact your class participation grade. Talk to me to discuss possible exceptions and accommodations

\*One of the tests can be replaced by a research paper

## REQUIRED COURSE MATERIALS

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**Author:** Michael Peterson, William Hasker, Bruce Reichenbach, David Basinger  
**ISBN-13:** 978-0199303441  
**Copyright:** 2014  
**Publisher:** Oxford University Press

## GENERAL CLASS RULES

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- **READ THE MATERIAL.** You are expected to come to class prepared. Every reading assignment will allow you to follow the lecture and to participate in class discussion. Remember: reading philosophy requires time and patience. You should have questions regarding each day's reading assignment. If you have no questions, re-read the assignment
- **PARTICIPATE:** Active participation is a vital component of the philosophical learning experience. Listening carefully, expressing doubts and concerns in a coherent manner (either orally or in writing), and responding to other's philosophical concerns contribute to a deeper understanding of the issues at hand. It is important that you take good class notes so you can assimilate the material presented in class
- **CHECK BLACKBOARD FREQUENTLY.** Blackboard provides important information, such as, whether there is a quiz or not scheduled for next class, the amount of reading for a particular

day, what we did on the day that you missed, your grade after a quiz, test or assignment, or any general announcement for the class

- **ETIQUETTE:** Be respectful when you address other people (either other students or me). You may disagree with what other people are defending. The challenge is to show the weaknesses in their arguments and to build better ones. Insults do not make good arguments. Attack arguments, not people. Also, when you send me an email, remember my name (Dr. Badiola) and make sure you tell me yours. Please make sure to check your ASU email account (@angelo.edu), in case I have to contact you at any point during the semester
  - **Classroom use of electronic devices will be prohibited in case of misuse**
  - **HAVE THE COURTESY TO INFORM ME** in advance if you intend to leave before class ends
- **CONTACT ME:** I will be more than happy to assist you with any difficulty you may have regarding the course, any question about a particular issue or text, or any inquiry on more bibliography about some topic you find engaging. Please check my office hours and make sure to make an appointment with me if you cannot make it during those times. Let me know if your preferred name is not the same as the one on the roster or about your preferred gender pronoun

\*Due to the increase of COVID cases in our community, wearing facial masks in the classroom is highly encouraged and celebrated. Facial masks add another layer of protection to those of vaccination and social distancing. Also remember to complete the wellness check before coming to campus

## THE ANGELO STATE UNIVERSITY HONOR CODE

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Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the [Student Handbook](#).

In other words, when you submit your work, you claim that the work is yours. If someone else wrote it for you or you got it from someone else (internet, other student's class...), then you are not the author and thus will get a zero for that assignment. Any idea that is not yours should be properly referenced.

## [TITLE IX](#)

### **Title IX at Angelo State University:**

The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including: sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a faculty member, I am a Responsible Employee meaning that I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance.

Students are encouraged to report any incidents of sexual misconduct directly to ASU's Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator at:

**Michelle Boone, J.D.**

*Director of Title IX Compliance/Title IX Coordinator*

Mayer Administration Building, Room 210

325-942-2022

[michelle.boone@angelo.edu](mailto:michelle.boone@angelo.edu)

You may also file a report online 24/7 at [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form).

If you are wishing to speak to someone about an incident in confidence you may contact the *University Health Clinic and Counseling Center* at 325-942-2173 or the *ASU Crisis Helpline* at 325-486-6345. For more information about Title IX in general you may visit [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).

## RELIGIOUS HOLIDAYS

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A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.

## DISABILITIES

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Please let me know if you have any special need due to any learning disability.

Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.

## TENTATIVE SCHEDULE

Course Outline: Philosophy of Religion	Monday	Wednesday
1. The Nature of Religion: <ul style="list-style-type: none"><li>Religious non-realism:<ul style="list-style-type: none"><li>Dennett</li><li>The Buddha</li></ul></li><li>Religious realism:<ul style="list-style-type: none"><li>Trigg</li></ul></li></ul>	<b>1/17</b> MLK	<b>1/19</b> Course overview
	<b>1/24</b> Video 1 & 2 Introduction part I (pp. 1-9) Dennett (pp. 10-17)	<b>1/26</b> The Buddha (pp. 18-20) Trigg (pp. 21-33)
2. Faith and Reason: <ul style="list-style-type: none"><li>Strong rationalism<ul style="list-style-type: none"><li>Aquinas, Pascal</li></ul></li><li>Fideism</li><li>Critical rationalism (Evans)</li></ul>	<b>1/31</b> Introduction part III (pp. 91-95) Aquinas (pp. 96-99) Pascal (pp. 100-108)	<b>2/2</b> James vs. Clifford (pp. 109-115) Fideism (pp. 116-119) Evans (pp. 120-126) <b>*Essay 1 due on Friday 2/4</b>

3. Arguments About God's Existence: <ul style="list-style-type: none"> <li>Ontological arguments <ul style="list-style-type: none"> <li>i. Classical (Anselm)</li> <li>ii. Critique (Gaunilo)</li> <li>iii. Contemporary modal version (Plantinga)</li> </ul> </li> <li>Cosmological arguments <ul style="list-style-type: none"> <li>i. Classical (Aquinas)</li> <li>ii. From contingency (Reichenbach)</li> <li>iii. Kalam version (Craig)</li> <li>iv. Critique (Mackie)</li> </ul> </li> <li>Teleological arguments <ul style="list-style-type: none"> <li>i. Analogical version (Paley)</li> <li>ii. Critique (Hume)</li> <li>iii. Anthropic teleological (Collins)</li> </ul> </li> </ul>	<b>2/7</b> Introduction part IV (pp. 127-132) Ontological arguments: Anselm, Gaunilo, Plantinga (pp. 133-147)	<b>2/9</b> Cosmological arguments: Aquinas, Reichenbach, (pp. 148-160)
	<b>2/14</b> Cosmological arguments (cont.): Craig, Mackie (pp. 161-176)	<b>2/16</b> Teleological arguments: Paley, Hume, Collins (pp. 177-196)
	<b>2/21</b> *Test 1	<b>2/23</b> Introduction part VI (pp. 229-234) <i>Via negativa</i> (Maimonides) pp. 239-243 Omnipotence: Aquinas & Mavrodes (pp. 244-249)
4. The Divine Attributes <ul style="list-style-type: none"> <li>Negative theology (Maimonides)</li> <li>Omnipotence (Aquinas &amp; Mavrodes; Morris)</li> <li>Omniscience (Pike)</li> <li>Timelessness (Boethius &amp; Wolterstorff, Stump)</li> <li>Feminist Christian philosophy (Altenbernd Johnson)</li> <li>Brahman (Chandoya Upanishad)</li> </ul>	<b>2/28</b> Morris: "A modern discussion of divine omnipotence" (Bb)	<b>3/2</b> Omniscience: Pike (pp. 250-255) Timelessness: Boethius & Wolterstorff (pp. 256-265)
	<b>3/7</b> Videos Stump (Bb)	<b>3/9</b> Altenbernd Johnson: Feminist philosophy (Bb) Brahman (pp. 266-268)
	<b>3/14</b> Spring Break	<b>3/16</b> Spring Break
5. The Problem of Evil <ul style="list-style-type: none"> <li>Logical argument <ul style="list-style-type: none"> <li>i. Mackie</li> <li>ii. Plantinga</li> </ul> </li> <li>Evidence argument <ul style="list-style-type: none"> <li>i. Rowe</li> </ul> </li> <li>Soul-making theology: Hick</li> </ul>	<b>3/21</b> Introduction (pp. 309-316) Mackie (pp. 329-337)	<b>3/23</b> *Questions for community Project due Plantinga (pp. 338-356)
	<b>3/28</b> Rowe (pp. 365-373) Hick (pp. 357-364)	<b>3/30</b> Introduction part IX (pp. 393-399) Ruse (pp. 427-437)
6. Atheism and Nonreligious approaches <ul style="list-style-type: none"> <li>Logical grounds for atheism: Martin</li> </ul>	<b>4/4</b> Martin (pp. 403-413)	<b>4/6</b> Peterson (pp. 438-450)

<ul style="list-style-type: none"> <li>• Metaphysical grounds for atheism (naturalism): Russe</li> <li>• A defense of Christian theism vs reductive naturalism: Peterson</li> </ul>		
7. Religion and Science: <ul style="list-style-type: none"> <li>• Independence model (Gould)</li> <li>• Conflict (Dawkins)</li> <li>• Evolution and Intelligent Design (Dembski)</li> <li>• Problems with intelligent design (Kitcher)</li> <li>• "Theistic evolution" (Polkinghorne)</li> </ul>	<b>4/11</b> Introduction part XII (pp. 531-537) Gould (pp. 538-545) Dawkins (pp. 545-549)	<b>4/13</b> Dembski (pp. 549-564)
	<b>4/18</b> Kitcher (pp. 565-573) Polkinghorne (pp. 580-589) <b>*Essay submission for peer review</b>	<b>4/20</b> Introduction part XI (pp. 485-488) Price (pp. 489-496) Swinburne (pp. 497-505)
8. Life after Death: <ul style="list-style-type: none"> <li>• Immortality and the soul: Price, Swinburne</li> <li>• Immortality without the soul: Hick</li> <li>• Problems with accounts of life after death: Badham</li> <li>• Buddhist and Hindu views on rebirth</li> </ul>	<b>4/25</b> <b>*Peer Review comments due</b> Hick (pp. 513-521) Badham (pp. 506-512)	<b>4/27</b> Buddhist and Hindu views (pp. 522-529)
	<b>5/2</b> <b>*Community Project due (Essay #2)</b> and discussion of projects	<b>5/4</b> Review
	<b>5/9</b>	<b>5/11</b> Final Exam: 1:00-3:00