ARTS2382, Philosophy of Religion
Semester 2, 2015

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Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Name</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/Prof Karyn Lai</td>
<td>MB 326</td>
</tr>
<tr>
<td>Phone</td>
<td>9385 1194</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:k.lai@unsw.edu.au">k.lai@unsw.edu.au</a></td>
</tr>
</tbody>
</table>

Consultation Time: Tuesday 10am – 11am, or email for an appointment

Course Details

Course Description
This course studies the phenomenon of religion, its relation to ways of life, and its construction of stories and myths. Drawing from a variety of religious sources, it analyses the different categories and forms in and through which religious ideals are expressed and justified. Topics covered include arguments for the existence of God, the concept of evil, faith and mysticism, human relation to the natural world, religion and morality, religion and gender, and free will and determinism.

Student Learning Outcomes
Upon successful completion of the course students can expect to have developed, or further developed, the following competencies:

1. An understanding of the history and contemporary significance of the philosophy of religion.
2. An understanding of the relevance of philosophical approaches to the study of religious belief.
3. An ability to understand and analyse arguments and concepts in contemporary philosophy of religion and to evaluate different philosophical theories in relation to other relevant disciplinary approaches.
4. Further developed skills in clarity of written expression, interpretation, and critical analysis.
5. Enhanced ability to interpret texts and develop appreciation of core philosophical concepts.
6. Ability to provide a philosophical understanding of concepts in a way that allows the philosophical issues to be recognised and developed in diverse forms of human experience.
7. Ability to provide the basis for ongoing engagement with key figures in the history of philosophy and in contemporary debates.

Graduate Attributes (developed through lecture attendance, preparation for and participation in tutorial discussions, and successful completion of assignments)

1. Ability to read and interpret texts sensitively and carefully, especially appreciating the importance of intellectual tradition;
2. Ability to evaluate and critically analyse beliefs, ideas and information using a range of techniques of philosophical reasoning;
3. Appreciation of the importance of reasoned enquiry and an ability to apply tools of philosophical analysis to a range of issues including those in contemporary debates;
4. Ability to present coherent and persuasive arguments;
5. Skills of effective communication;
6. Appreciation of, and respect for, diversity; and
7. Respect for ethical practice and social responsibility.
Learning and Teaching Rationale and Strategies
My teaching, and what I expect

My approach to teaching is to involve students as much as possible. I expect you to participate in this course. It is also important that you do not consider the lectures and tutorials as ‘optional’. They are not: it is compulsory for you to attend at least 80% of classes (both lectures and tutorials) in order to pass the course. In classes, we will be thinking together; I aim to demonstrate to you, through my teaching, what good philosophy is.

It is crucial that you commit yourself to a consistent reading program from the start. It is only through this that you will be able properly to follow the discussions in the class and reap the benefits from taking the course. You will get as much out of the course as you put in. I will create, as much as I can, opportunities for discussion.

The lectures, tutorials, assignments and online activities have been designed to introduce you to the content of debates in Philosophy of Religion as well as to encourage and develop your skills in critical thinking, argumentation and research. Some of the classes will adopt a ‘flipped classroom’ approach, whereby the material is distributed to you and you are expected to read it before classes. When we meet in class, we will spend time focusing on discussing these ideas, hence allowing you to participate more actively than in a traditional lecture format.

For my part, I will attempt to provide prompt and detailed feedback on assignments. I am also happy to explore a range of assessment options or assessment topic options if you suggest them early during the course so I have time to think them through with others who are taking the course. I envisage that students will be able to look back favourably, at the end of the course, to reflect on the content they have learnt, and skills developed.

Attendance
The Arts and Social Sciences Attendance Guidelines state the following:
- A student is expected to attend all class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.
- If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below).
- Where practical, a student’s attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.
- A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.
- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.
• Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.
• If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.
• A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.
• A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning.
• A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.
• The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.
• A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).
• A student who has submitted the appropriate documentation but attends less than 66% of the classes will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.

The Attendance Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

Class Clash
Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf
For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

Assessment
The assessment in this course is designed to address the learning outcomes, and builds up cumulatively over the course of the session. You are encouraged to maintain a portfolio of your work (in a file) right through the session in order to chart your own progress. The purpose of the portfolio is to enable you to return to your previous work and to assess and develop it. Through that process, you will be developing critical and analytical skills. It will also be satisfying charting how much you have learnt, and the skills you have acquired, through the session.

You must attempt all assessment components. Failure to complete any one component will result in an “Unsatisfactory Fail (UF)” grade, even if the total mark for the course is 50 and above.
### ARTS2382 Course Outline

<table>
<thead>
<tr>
<th>Assignment Task</th>
<th>Weight</th>
<th>Due Date</th>
<th>Word Length/Scope</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class Tests</strong></td>
<td>15% for each class test (total = 45%)</td>
<td>19 August, Lecture time 16 September, Lecture time 28 October, Lecture time</td>
<td>Approx. 500-600 words per test</td>
</tr>
<tr>
<td><strong>Group Presentation</strong></td>
<td>10%</td>
<td>Groups to present at the lectures in week 10 or 11</td>
<td>20 minutes per group</td>
</tr>
<tr>
<td><strong>Presentation Script</strong></td>
<td>20%</td>
<td>Monday 19th October</td>
<td>800 words</td>
</tr>
<tr>
<td><strong>Research Essay</strong></td>
<td>25%</td>
<td>Friday 6th November</td>
<td>2000 words</td>
</tr>
</tbody>
</table>

**Class Tests (15% each): Critical Thinking**

- 19 August, Lecture time (week 4)
- 16 September, Lecture time (week 8)
- 28 October, Lecture time (week 13)

Word count: 500-600 words

These are open-book tests that will take place during the Lecture slots on the specified weeks. Typically, the tests will follow a particular topic that the class has held an open debate on. A *sample (I will not necessarily follow this format)* structure of the 2-hour lecture slot might be:

- 30 mins lecture
- 45 mins open debate
- 30-40 mins test

You are allowed to bring in any materials you wish, including reference books and your handwritten notes. *No computers are allowed.*

The test is *not* a test of memory. It is a test of your capacity for critical thinking and how you are able to apply the knowledge you’ve required. The mark is awarded on the basis of the following criteria below; you should seek to demonstrate:

- that you have read and understood the material from week to week; and
- the ability to reflect critically on the issues discussed; and
- the ability to express ideas clearly.

**Group Presentation (10%)**

Group presentation in either weeks 10 or 11, during lecture times.
Each group will choose to work on a particular religion, exploring a particular dimension of that religion. The 'dimension' must be chosen from either of the two broad topics below:

(A) Conception/s of god or the divine, including its key distinguishing features, e.g.
- actions and capabilities
- independence (self-sufficiency)
- origin
- moral nature
- tolerance
- gender
- relationship to the material world/universe
- does it ‘care’? for what or whom?

(B) The relationship of the human to the divine, including (a selection from the list below):
- Human nature and capabilities
- Human action
- The human individual and his/her responsibility for other humans
- An individual's responsibility for the earth environment
- Conception of human life
- The present life and the after-life
- *Telos*, design, purpose, cosmology
- Human morality (e.g. sin/transgression)
- Defilement, purification and/or salvation
- Gender and hierarchy
- Human cooperation with the divine
- Is there a mediator or mediators between the human and the divine? If so, what are the capabilities and functions of the mediators?

Examples of topics include: Buddhist ethics; the Concept of the Divine in Hinduism; Different levels of existence in Islamic philosophy; The connection between ethics and salvation in Christianity; Teleological beliefs in Judaism.

Each group must have begun work on its topic by week 8 and groups must be prepared to make their presentations either in week 10.

The primary aim of the presentations is to *build on and extend* class discussions, thinking through how particular religions incorporate and express key ideas and approaches.
The marking rubric for the presentation is as follows:

<table>
<thead>
<tr>
<th>Presentation Marking Rubric (Group)</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation Skills</td>
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<tr>
<td>Were the ideas presented effectively?</td>
<td>Regular/constant eye contact and presenters held the audience’s attention. Appropriate speaking volume &amp; body language. Visual resources were used effectively to enhance the presentation. Presentation was lively.</td>
<td>Presenters spoke at a suitable volume. Some fidgeting by member(s). Visual resources were used to enhance the presentation, although they sometimes distracted the audience from listening to the presenters.</td>
<td>Presenters could only be heard sometimes. Body language was distracting. Primarily prepared but with some dependence on just reading off slides. Visual resources involved mainly cutting-and-pasting from information sources.</td>
<td>Presenters spoke too quickly or quietly making it difficult to understand. Inappropriate/uninterested body language. Dependence on slides. Visual resources were of a poor quality.</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td></td>
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<tr>
<td>Did the presentation have insightful material?</td>
<td>Presentation had an exceptional amount of insightful material, building on and extending the discussions in class. The flow of thought was sustained throughout, even across different speakers.</td>
<td>Presentation had a good amount of material and extended some of the discussions in class. The flow of thought was mostly sustained, although some connections were not clearly made and/or there was a lack of smooth handover from speaker to speaker.</td>
<td>Presentation had moments where insightful material was present but, as a whole, did not adequately address themes discussed in class. Topics were presented in a patchy manner with some lack of clarity about how they were connected. The connections between what different speakers said were not always clear.</td>
<td>Presentation contained little to no valuable material. It did not relate to ideas discussed in class, nor extend them in significant ways. Topics were not connected clearly. The connections between what different speakers said were not at all clear.</td>
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<tr>
<td>Participation/Group Dynamics</td>
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<tr>
<td>Was there evidence of effective group work?</td>
<td>All presenters knew the information, participated equally, and helped each other as needed. Extremely well-prepared and excellent coordination among members of the group.</td>
<td></td>
<td>Significant controlling by some members while others seemed not to be aware of what was going on. Unbalanced presentation or tension resulting from over-helping. Multiple group members not participating.</td>
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</table>

Total /10
Presentation Script (20%)
Monday 19th October
800 words

The discussion in this script is conducted individually. Each person is to prepare a script, drawing from your group presentations. You may use the material collectively gathered by the group. The primary focus of this task is as follows:

This is a short, reflective piece and you should not worry about covering as much detail as possible on a broad topic area (e.g. “Evil in World Religions”). Instead, you should pick ONE issue and cover it in depth (e.g. “Sacrifice and Evil in Abrahamic Religions”).

Your selected topics need not be exactly the same as that presented in the group presentation. For example, while your group might have focused on Buddhist ethics, you might choose to write on a particular aspect of Buddhist ethics, such as “Buddhist ethics and consumerism”. Or your group might have done a presentation on the layers of gods in Hinduism, and you might choose to write on polytheism, using Hinduism as an example.

While this is a short reflective piece, dot points are not acceptable; the essay should be properly written and formatted as an essay, with proper footnotes and references.

Marking criteria
You should seek to demonstrate the following in your presentation scripts:

- Demonstrated analytic and critical capacity.
- Clarity and logic of writing in English.
- Methodological self-awareness.
- Rectitude in matters of bibliography, citation and quotation.

Research Essay (25%)
Friday 6th November
Essay Length: 2000 words

Questions and topics for the research essay will be circulated around weeks 9-10 of session.

Marking criteria
The essay is designed to encourage and foster the development of your skills and knowledge areas as specified in the marking criteria below:

- Clarity and coherence of argument: clear statement of argument, with support for it provided clearly and coherently right throughout the essay, including a precise grasp of competing arguments and the views of particular thinkers.
- Demonstrated analytic and critical capacity: ability to stand back from the literature, to evaluate it, and to handle competing views.
- Familiarity with and understanding of relevant literature including rectitude in matters of bibliography, citation and quotation: providing evidence from sources where necessary and providing full bibliographic details where relevant.
Methodological self-awareness: demonstrated understanding of the processes required to establish your argument (eg. examples or analogy; using appropriate references for a particular point; focusing squarely on the topic instead of providing brief summaries of connected issues).

Clarity and logic of writing in English.

Submission of Assessments
Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from https://hal.arts.unsw.edu.au/students/courses/course-outlines/. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

Late Submission of Assignments
The Arts and Social Sciences late submissions guidelines state the following:

- An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).
- The late penalty is the loss of 3% of the total possible marks for the task for each day or part thereof the work is late.
- Work submitted 14 days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.
- Work submitted 21 days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

The Late Submissions Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

Extension of Time for Submission of Assessment Tasks
The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.
The complete Arts and Social Sciences Extension Guidelines can be read here.

If you wish to request an extension for submission of an assessment task you need to do so via myUNSW using the Special Consideration section. You will need to submit documentary evidence in support of your request.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

**Grades**

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see: [https://student.unsw.edu.au/grades](https://student.unsw.edu.au/grades)

**Academic Honesty and Plagiarism**

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: [https://student.unsw.edu.au/plagiarism/](https://student.unsw.edu.au/plagiarism/). They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: [http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf](http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf)
## Course Schedule

<table>
<thead>
<tr>
<th>Week 1 29 July</th>
<th>Topic</th>
<th>Reading</th>
<th>Tutorial</th>
<th>Lecture</th>
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</table>

<table>
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<tr>
<th>Week 2 5 August</th>
<th>Topic</th>
<th>Reading</th>
<th>Tutorial</th>
<th>Lecture</th>
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<table>
<thead>
<tr>
<th>Week 3 12 August</th>
<th>Topic</th>
<th>Reading</th>
<th>Tutorial</th>
<th>Lecture</th>
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<tbody>
<tr>
<td>Week 4</td>
<td>God’s existence, design, purpose and meaning</td>
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<tr>
<td>Open Debate: God’s existence, design, purpose and meaning</td>
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<tr>
<td>Discussion of Design Arguments</td>
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<tr>
<td>Test on topics covered in weeks 1-4 (including the two Ted Talks lectures for this week)</td>
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<thead>
<tr>
<th>Week 5</th>
<th>Metaphysics: Realism, Conceptions of the Divine</th>
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<tbody>
<tr>
<td>No tutorial this week</td>
<td></td>
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<tr>
<td>Understanding Transcendence</td>
<td></td>
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<tr>
<td>God’s attributes: Omniscience Omnipotence</td>
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<table>
<thead>
<tr>
<th>Week 6</th>
<th>Metaphysics: Attributes of the Divine</th>
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<tbody>
<tr>
<td>Transcendence and its problems</td>
<td></td>
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<tr>
<td>God’s attributes</td>
<td></td>
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<tr>
<td>God’s attributes: Omnibenevolence</td>
<td></td>
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<tr>
<td>The problem of evil</td>
<td></td>
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<table>
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<tr>
<th>Week 7</th>
<th>Comparing Religions</th>
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<tbody>
<tr>
<td>The problem of evil</td>
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<tr>
<td>Religious worldviews</td>
<td></td>
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<tr>
<td>Ethics in religion</td>
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<tr>
<td>Week 8</td>
<td>The problem of evil</td>
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<tr>
<td>---------</td>
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</tbody>
</table>
| 16 Sept | You will need to listen to the two videos *before* the lecture this week: [tube.com/watch?v=4OnWNDigXF8](tube.com/watch?v=4OnWNDigXF8) (roundtable discussion on the problem of evil)  
[http://www.ted.com/talks/tom_honey_on_god_and_the_tsunami](http://www.ted.com/talks/tom_honey_on_god_and_the_tsunami) |

| Religious worldviews |
| Group selections for group projects |
| Open Debate: The problem of evil |

Test on topics covered in weeks 5-8 (including the videos we discuss in the lecture this week)

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Ethics: God and Morality</th>
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| https://www.youtube.com/watch?v=le-74R9C6Bc (Frans de Waal) |
| Ethics and religion |

<table>
<thead>
<tr>
<th>Week 10</th>
<th>Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 Oct</td>
<td>No tutorials this week</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Week 11</th>
<th>Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 Oct</td>
<td>No tutorials this week</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 12</th>
<th>Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>22 Oct</td>
<td>What does religion seek to know?</td>
</tr>
</tbody>
</table>

| Religious epistemology and burden of proof |
| Epistemology: Burden of Proof |

| Week 13 28 Oct | Revisiting Intelligent Design | Peter Van Inwagen. 2008. “The Place of Rational Beings in the World: Design and Purpose,” in *Metaphysics*, 3rd ed, USA: Westview Press. **You must watch the following 3 videos before coming to class in week 13.** [https://www.youtube.com/watch?v=VHUtMEru4pQ](https://www.youtube.com/watch?v=VHUtMEru4pQ) (Antony Flew on God and Atheism) [https://www.youtube.com/watch?v=Hh8SnSVS0-M](https://www.youtube.com/watch?v=Hh8SnSVS0-M) (Richard Dawkins on Antony Flew) [https://www.youtube.com/watch?v=lu2jFrifZYQ](https://www.youtube.com/watch?v=lu2jFrifZYQ) (Antony Flew on Richard Dawkins) | Burden of proof: debates in tutorials | Open Debate: *Design and Purpose* Test on topics covered in weeks 9, 12 & 13 (including the videos we discuss in the lecture this week) |
## Course Resources

### Readings

Readings for this course are available on Moodle.

### Supplementary readings

The UNSW library has books on Philosophy of Religion. The most effective way to search this is to go to the library shelves and look to see what’s on the shelf. The textbooks that introduce the Philosophy of Religion would be a good place to start. The relevant item numbers are S210 etc (e.g. S210/56).

If you do a search in the library database for "The Oxford Handbook of Philosophy of Religion" (*include the double quotation marks*), you’ll get to a pretty helpful online resource.

For research on religions, type in “world religions” (*with the double quotation marks*) in the Library’s search engine. You should find quite a few useful resources there.

An excellent online dictionary is available via the library website. Search in the library for "The concise Oxford Dictionary of World Religions" (*with the double quotation marks*).
### Internet resources for philosophy

The UNSW website allows access to a wonderful search engine for philosophy, the [Philosophers’ Index](#). This database attempts to give you information on everything that has been published in Philosophy in English. Key in the right search terms, and you’re in business.

The [Routledge Encyclopedia of Philosophy](#) is a great resource (accessible via the UNSW Library website) for good introductions to various topics. The [Stanford Encyclopedia](#) is great too—with open access.

The [BBC religions](#) website is a particularly good starting point to discover basic information about some world religions. You might want to refer to this website to decide on the religion/topic that you’d like to present on.

### Other Research tools

The Oxford Bibliographies is a great research resource, with up-to-date information on ideas, books and articles. This resource is a bibliographic resource. That is, it doesn’t present summaries of arguments in the field but rather gives a sense of what has been published recently in current debates within the field.


Valuing Your Feedback
There will be the usual end-of-session CATEI survey form. These surveys are important as they help me to make positive changes to the course for subsequent years. From your point of view, however, it is important that certain aspects of the course that are not working well be fixed while you are enrolled in the course!

I will conduct anonymous evaluations right through the course for this reason. But, if there is anything at all that you think can be improved, just send me an email to let me know (k.lai@unsw.edu.au). While you're in this course, you should never feel that, in sending an email of this nature, that you are criticising the lecturer and therefore may be penalised as a result. I appreciate student feedback because:
(i) they are a form of affirmation that you are listening to me or taking heed of what I say and do;
(ii) they help me teach better; and, importantly
(iii) they tell me that you are keen to learn and do well. For me, personally, this is one of the incentives of teaching!

Student Support
The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at:
http://www.lc.unsw.edu.au

Grievances
All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and Languages. Further information about UNSW grievance procedures is available at:
https://student.unsw.edu.au/complaints

Other Information

myUNSW
myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:
https://my.unsw.edu.au
https://my.unsw.edu.au/student/atoz/ABC.html

OHS
UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see
https://www.ohs.unsw.edu.au/
Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at: https://student.unsw.edu.au/special-consideration

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: http://www.studentequity.unsw.edu.au/

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.