



**ATENEO DE MANILA
UNIVERSITY
Loyola Schools**

**SYLLABUS FOR UNDERGRADUATE COURSES
(CORE CURRICULUM)**

A. COURSE INFORMATION

COURSE NUMBER	Philo 12	NO. OF UNITS	3
COURSE TITLE	Philosophy of Religion		
PREREQUISITE/S	Philo 11		
DEPARTMENT/ PROGRAM	Philosophy	SCHOOL	Humanities
SCHOOL YEAR	2022-2023	SEMESTER	First
INSTRUCTOR/S	Jeffry Ocay		
VENUE / MODE	Fully Online (Canvas)	SECTION	D4 / G2 / M1
		SCHEDULE	M-Th 1230-1400 / M-Th 1700-1830 / T-F 1230-1400 /

B. COURSE DESCRIPTION

Philosophy of Religion is a required core curriculum philosophy course in the Loyola Schools, which engages students in a critical philosophical study of religion. PHILO 12 builds on the learnings of PHILO 11: The Human Condition, by developing a philosophical reflection on the human experiences of religion: its nature, viability, and implications on self and society. PHILO 12 examines the possibility of transcendence, and sees how this possibility might be actualized in lived religious experiences.

It begins with an attempt to describe what religion is, and investigates the conflict, tension, and relation between belief and unbelief, as articulated in diverse religious traditions. It confronts the possibility of the absurd, and examines the ultimacy that religion proposes. It reflects upon the reality of evil and raises the question of what it means to hope, and what is there to hope for. The course includes discussions of special topics in the philosophy of religion, such as, but not limited to: religion and violence, religion and science, religion and the public sphere, religion and gender, etc.

WHERE IS THE COURSE SITUATED WITHIN THE FORMATION STAGES IN THE FRAMEWORK OF THE LOYOLA SCHOOLS CURRICULA	
	FOUNDATIONS: Exploring and Equipping the Self
	ROOTEDNESS: Investigating and Knowing the World

✓	DEEPENING: Defining the Self in the World
	LEADERSHIP: Engaging and Transforming the World

C. COURSE LEARNING OUTCOMES

Alignment of the Course to the Core Curriculum Learning Outcomes

The Ideal Ateneo Graduate: A Person of Conscience Competence Compassion Commitment							
CCLO 1	CCLO 2	CCLO 3	CCLO 4	CCLO 5	CCLO 6	CCLO 7	CCLO 8
✓			✓	✓	✓		

By the end of this course, students should be able to:

COURSE LEARNING OUTCOMES
CLO1: Articulate what religion is as embodied in diverse religious traditions in an exploration of the possibility of transcendence, and demonstrate how this possibility might be actualized in lived religious experiences, using concepts from a variety of disciplines.
CLO2: Explain the possible relation and tension between the various grounds for believing and not believing, and evaluate their validity and integrity, given philosophical reflection on data and experience.
CLO3: Reflect upon the nature of religious faith and its rationality in tension with other perspectives and rationalities, especially those that are considered non-religious or a religious concern.
CLO4: Engage in intelligent and extended discussions on contemporary religious concerns as well as issues that are related to faith and religious belief.
CLO5: Acquire deeper insight into the meaning, purpose and absurdity of human existence vis-à-vis. the question of the existence of God.
CLO6: Appreciate the significance and influence of religious phenomena in human life both at the personal and societal level.

D. COURSE OUTLINE and LEARNING HOURS

Course Outline	CLOs	Estimated Contact or Learning Hours

Module 0 – Orientation Synchronous Session: <ul style="list-style-type: none"> Thursday, August 11 (M-Th Class) Friday, August 12 (T-F Classes) 		6 hrs
Module 1 – Introduction Synchronous Sessions: <ul style="list-style-type: none"> Thursdays, August 18 and 25 (M-Th Class) Tuesday, August 16 and Friday, August 26 (T-F Classes) <i>Note: August 19 is Quezon City Day, a non-working holiday at the AdMU, hence for this week the Friday synchronous class is moved to Tuesday.</i>	CLO 1-6	12 hrs
Module 2 – Religious Experience Synchronous Sessions: <ul style="list-style-type: none"> Thursdays, September 1 and 8 (M-Th Class) Fridays, September 2 and 9 (T-F Classes) 	CLO 1-6	12 hrs
Module 3 – Faith and Reason Synchronous Sessions: <ul style="list-style-type: none"> Thursdays, September 15, 22, 29 and October 6 (M-Th Class) Fridays, September 16, 23, 30 and October 7 (T-F Classes) 	CLO 1-6	18 hrs
Module 4 – The Problem of Evil Synchronous Sessions: <ul style="list-style-type: none"> Thursdays, October 13, 20, and 27 (M-Th Class) Fridays, October 14, 21, and 28 (T-F Classes) 	CLO 1-6	18 hrs
Module 5 – Hope and Community Synchronous Sessions: <ul style="list-style-type: none"> Thursdays, November 3 and 10 (M-Th Class) Fridays, November 4 and 11 (T-F Classes) 	CLO 1-6	12 hrs
Module 6 – Moving Forward, Synthesis and Conclusion Synchronous Session: <ul style="list-style-type: none"> Thursdays, November 17 and 24 (M-Th Class) Fridays, November 18 and 25 (T-F Classes) 	CLO 1-6	12 hrs
Total Estimated Learning Hours		90 hrs

E. OVERVIEW OF THE COURSE CONTENT

Topics	CLOs	Assessment Schemes
Module 0 – Orientation 1. Getting to know one another 2. Going through the syllabus 2.1 Course requirements		

<p>2.2 Class policies 2.3 Practical arrangements</p> <p>3. Assignment of beadles 4. Other concerns</p>		
<p>Module 1 – Introduction</p> <p>1. What is Religion? 2. What is Philosophy of Religion? 3. Required Readings:</p> <ul style="list-style-type: none"> • Emile Durkheim, <i>The Elementary Forms of the Religious Life</i>, in <i>Readings from Emile Durkheim</i>, ed. by Kenneth Thompson (London: Routledge, 1985), 85-88. • Sandra Marie Schneiders, "Religion and Spirituality: Strangers, Rivals, or Partners?" <i>The Santa Clara Lectures</i> 6, no. 2 (February 2000): 1-26. <p>4. Suggested Readings:</p> <ul style="list-style-type: none"> • Clifford Geertz, "Religion as a Cultural System," <i>The Interpretation of Cultures: Selected Essays</i> (New York: Basic Books, 1973), 87-125. • Paul Tillich, "The Two Types of Philosophy of Religion," in <i>Writings in the Philosophy of Religion</i> by Paul Tillich, ed. by John Clayton (Berlin: De Gruyter, 1987), 289-300. 	<p>CLO 1-6</p>	<ul style="list-style-type: none"> • Short checkup quiz • Graded discussions • Assignment: Summary critique on Schneiders' article (due on September 30)
<p>Module 2 – Religious Experience</p> <p>1. What is religious experience? 2. How does religious experience contribute to the birth of religion? 3. Required Reading:</p> <ul style="list-style-type: none"> • Mircea Eliade, <i>The Sacred and the Profane: The Nature of Religion</i>, trans. by Willard R. Trask (New York: Harcourt, Brace & World, 1959). <p>4. Suggested Readings:</p> <ul style="list-style-type: none"> • Rudolf Otto, <i>The Idea of the Holy</i>, trans. by John W. Harvey (London: Oxford University Press, 1950). • Lidia Rodríguez, Juan Luis de León, Luzio Uriarte, and Iziar Basterretxea, "Institutional Religion and Religious Experience," <i>Religions</i> 12, no. 791 (2021): 1-23; doi: 10.3390/rel12100791. 	<p>CLO 1-6</p>	<ul style="list-style-type: none"> • Summary Report of Eliade's book (date of report: September 1 / 2) • Short checkup quiz • Graded discussions
<p>Module 3 – Faith and Reason</p> <p>1. What is the relationship between faith and reason? 2. Required readings:</p> <ul style="list-style-type: none"> • Jean-Luc Marion, "Faith and Reason," <i>Believing in Order to See: On the Rationality of Revelation and</i> 	<p>CLO 1-6</p>	<ul style="list-style-type: none"> • Summary Report of Marion's article (date of report:

<p><i>the Irrationality of Some Believers</i>, trans. by Christina M. Gschwandtner (New York: Fordham University Press, 2017), 3-13.</p> <ul style="list-style-type: none"> • Cyrille Michon, "Believing God: An Account of Faith as Personal Trust," <i>Religious Studies</i> 53 (2017): 387-401; doi: 10.1017/S0034412517000270. • Richard Dawkins, "Why there almost certainly is no God," <i>The God Delusion</i> (London: Bantam Press, 2006), 111-160. <p>3. Suggested readings:</p> <ul style="list-style-type: none"> • Alexis Deodato S. Itao, "Gift and Responsibility: The Philosophy of Faith of Saint Augustine," <i>LUMINA: An Interdisciplinary Research and Scholarly Journal of Holy Name University, Tagbilaran City</i> 21, no. 2 (October 2010): 1-12. • Elizabeth Jackson, "Belief, Credence, and Faith," <i>Religious Studies</i> 55 (2019): 153-168; doi: 10.1017/S0034412518000446. 		<p>September 15 / 16)</p> <ul style="list-style-type: none"> • Summary Report of Michon's article (date of report: September 29 / 30) • Short checkup quizzes • Graded discussions • Assignment: • Summary critique of Chapter 4 of Dawkins' book (due on November 11)
<p>Module 4 – The Problem of Evil</p> <ol style="list-style-type: none"> 1. If an all-loving and all-powerful God exists, then why do we see a lot of evil in the world? 2. Required readings: <ul style="list-style-type: none"> • J.L. Mackie, "Evil and Omnipotence," in <i>Philosophy of Religion: Selected Readings</i>, 4th ed., ed. by Michael Peterson et al. (Oxford: Oxford University Press, 2010), 288-296. • Paul Ricoeur, "Evil, a Challenge to Philosophy and Theology," <i>Journal of the American Academy of Religion</i> 53, no. 4 (December 1985): 635-648. 3. Suggested readings: <ul style="list-style-type: none"> • Toby Betenson, "The Problem of Evil Remains Logically Binding," <i>Religions</i> 12, no. 154 (2021): 1-11; doi: 10.3390/rel12030154. • Matthew J. Ramage, "Ratzinger on Evolution and Evil: A Christological and Mariological Answer to the Problem of Suffering and Death in Creation," <i>Religions</i> 12, no. 583 (2021): 1-13; doi: 10.3390/rel12080583. 	<p>CLO 1-6</p>	<ul style="list-style-type: none"> • Summary Report of Mackie's article (date of report: October 13 / 14) • Summary Report of Ricoeur's article (date of report: October 27 / 28) • Short checkup quizzes • Graded discussions
<p>Module 5 – Hope and Community</p> <ol style="list-style-type: none"> 1. What is hope and what is its religious value? 2. Required reading: <ul style="list-style-type: none"> • Luc Bovens, "The Value of Hope," <i>Philosophy and Phenomenological Research</i> 59, no. 3 (September 1999): 667-681. 3. Suggested reading: <ul style="list-style-type: none"> • Jacques Derrida, "On Forgiveness," <i>On Cosmopolitanism and Forgiveness</i>, trans. by Mark 	<p>CLO 1-6</p>	<ul style="list-style-type: none"> • Summary Report of Boven's article (date of report: November 3 / 4) • Short checkup quiz • Graded discussions

Dooley and Michael Hughes (London: Routledge, 2001), 25-60.		
<p>Module 6 – Moving Forward, Synthesis, and Conclusion</p> <ol style="list-style-type: none"> 1. What is religion for? Is it enough to merely adhere to it in thought but not really in action? 2. What are the most important insights that Philosophy of Religion has offered me this semester? 3. Required reading: <ul style="list-style-type: none"> • Pope Francis, “Dialogue and Friendship in Society,” Encyclical Letter <i>Fratelli tutti</i> (Vatican City: Libreria Editrice Vaticana, 2020): nos. 198-224. 4. Suggested reading: <ul style="list-style-type: none"> • Alexis Deodato S. Itao, “Ars Amoris: The Breadth and Depth of Chiara Lubich’s Instrument of Dialogue,” <i>ACTA: Proceedings of the Quadricentennial International Philosophy Congress</i>, vol. 2, ed. by Paolo A. Bolaños and Alfredo P. Co (Manila: UST Press, 2012): 498-506. 	CLO 1-6	<ul style="list-style-type: none"> • Summary Report of Chapter 6 of Pope Francis’ latest encyclical (date of report: November 17 / 18) • Short checkup quiz • Graded discussions

F. ASSESSMENTS AND RUBRICS

Assessment Tasks	Assessment Weight	CLOs
Graded Quizzes (Per Individual on Canvas)	15%	CLO 1, 3, 4
Graded Discussions (Per Individual and Group)	15%	CLO 1, 3, 4
Summary Reports (Per Group)	20%	CLO 2, 5, 6
Summary Critiques (Per Dyad or Group)	20%	CLO 3
Final Oral (Per Dyad or Group)	30%	CLO 1-6
Note: A written examination will be given in special circumstances only.		

RUBRICS:

- 1. Graded Quizzes (Formative + Summative).** The quizzes are quick assessments on the required reading materials that may take the form of short objective true/false, multiple-choice items, or short essay questions. All quizzes are answerable in Canvas. There will be a total of 8 quizzes, each worth 5-20 points, for a maximum total of 60-80 points.
- 2. Graded Discussions.** Discussions are graded activities on Canvas and during synchronous sessions. On Canvas, one or more questions related to the lessons will be posted on the Discussion Board and each student is required to post a short but reflective and insightful response (typically up to 100 words only). During synchronous sessions, discussions refer to the collaborative work of students, wherein in small groups, they may respond to one or more questions, share their notes and/or insights on the lesson/s, or compose brief philosophical

essays together. Discussion outputs on Canvas and during synchronous sessions are graded as follows:

Excellent	Good	Fair	Poor	Failed
A (3.75 – 4.00)	B (2.75 – 3.74)	C (1.75 – 2.74)	D (1.00 – 1.74)	F (0.99 & below)
Main Ideas. Main ideas are very clear.	Main ideas are clear.	Main ideas are not clear.	Main ideas are missing.	Wrong ideas are given.
Depth. The whole output abounds with plenty of insights.	The whole output contains a few insights.	The whole output contains only a single insight.	The whole output contains no insight.	The whole output is overly shallow and lackluster.
Order. Ideas are clearly and logically written.	Ideas are not so clearly and logically written.	Ideas lack clarity and some logical errors are found.	Ideas are vague and many logical errors are found.	Ideas make little sense and are very confusing.
Conventions of Language. The grammar and spelling are perfect.	A few grammar and spelling flaws are found.	Several grammar and spelling flaws are found.	Many grammar and spelling flaws are found.	The grammar and spelling are mostly wrong.

3. Summary Reports. These reports are the students' collective summary of a required reading material assigned to their group. These reports are presented by one or more group members during a synchronous session (the date is pre-determined) using PowerPoint or Canva. The summary reports are graded according to the following rubrics:

Level	Excellent	Good	Fair	Poor	Failed
Grade	A (3.75 – 4.00)	B (2.75 – 3.74)	C (1.75 – 2.74)	D (1.00 – 1.74)	F (0.99 & below)
Content	Content is accurate and all required information is presented in a logical order.	Content is accurate but some required information is missing and/or not presented in a logical order, but is still generally easy to follow.	Content is accurate but some required information is missing and/or not presented in a logical order, making it difficult to follow.	Content is questionable. Information is not presented in a logical order, making it difficult to follow.	Content is inaccurate. Information is not presented in a logical order, making it difficult to follow.
Understanding	The entire reading material is correctly interpreted and presented.	Most of the reading material is correctly interpreted and presented.	Some elements in the reading material are incorrectly interpreted and presented.	Many elements in the reading material are incorrectly interpreted and presented.	Most of the reading material is incorrectly interpreted and presented.
Delivery	All ideas are conveyed very clearly and coherently.	Most ideas are conveyed clearly and coherently.	Only some ideas are conveyed clearly and coherently.	Only a few ideas are conveyed clearly and coherently.	Almost all the ideas are conveyed vaguely and incoherently.
Pictures & Layout	Images are appropriate. Layout is pleasing to the eye.	Images are appropriate. Layout is cluttered.	Most images are appropriate.	Images are inappropriate.	No images
Conventions of Language	No spelling errors. No errors in grammar.	Few spelling errors. Few errors in grammar.	Some spelling errors. Some errors in grammar.	Many spelling errors. Many errors in grammar.	Almost everything is incorrectly spelled and

					grammatically incorrect.
Time Management	Presentation completed within 15-20 minutes.	Presentation completed 1-2 minutes below/beyond the allotted time.	Presentation completed 2-3 minutes below/beyond the allotted time.	Presentation completed 4-5 minutes below/beyond the allotted time.	Presentation completed more than 5 minutes below/beyond the allotted time.
Group Collaboration	All members of the group helped in making the summary report.	Most members of the group helped in making the summary report.	Only some members of the group helped in making the summary report.	Only a few members of the group helped in making the summary report.	Only one or two members of the group helped in making the summary report.

4. Summary Critiques. These are two long essays (10-15 pages) submitted at the middle and towards the end of the semester. The purpose is to summarize selected texts and to offer a critique on these. The summary states the overall scope of the text being studied, or the author's purpose and the main points of the work. Students should use their own words to summarize rather than the author's exact words. Opinions should be avoided in this section. Questions to think about include: What is the author's overall purpose? What are the main points discussed in the work to support this purpose? The critique section is an analysis of a few different components. Examples include the author's credentials, the logic of his/her argument, the author's assumptions, the methods used to reason, the style or tone of the work, the currency of the argument, and the successfulness of the author in proving his/her point.

Level	Excellent	Good	Fair	Poor	Failed
Grade	A (3.75 – 4.00)	B (2.75 – 3.74)	C (1.75 – 2.74)	D (1.00 – 1.74)	F (0.99 & below)
Summary (25%)	Neutrally and accurately synthesizes the main ideas and argument of text, along with key supporting claims, in original language. Demonstrates deep intellectual engagement with and understanding of material.	Accurately summarizes main argument in original language, may overlook one or two key supporting points. Demonstrates engagement with and solid understanding of material.	Accurately summarizes the main argument in original language though summary may be overly general, vague or overlook key supporting claims. Demonstrates surface level engagement with material and limited, if accurate, understanding.	Captures some of the main ideas, though missing a summary of the larger argument. Most in original language. Little engagement with text and/or partial understanding of material. May interject opinion rather than neutrally summarizing the author's ideas.	Mainly quotes from or relies too heavily on original wording and/or inaccurately represents the author's argument and/or summary focuses on personal opinion rather than neutrally presenting the text. Demonstrates little to no engagement with the text and/or inaccurate understanding.
Critique (25%)	The critique demonstrates insightful engagement with and a clear, detailed, compelling	The critique demonstrates engagement with text and a clear compelling argument in response to the text, regarding its	The critique clearly responds to the text, though the argument may be vague or lacking in critical engagement.	The critique lacks clarity or a clear argument or engagement with text.	No discernible thesis. Little to no evidence of engagement with or understanding of the text.

	argument in response to the text, regarding its effectiveness or weakness.	effectiveness or significance, though may be lacking in specificity or detail.			
Organization and Development (20%)	<p>Provides an effective organizational structure that includes sophisticated introductory and conclusion paragraphs.</p> <p>All body paragraphs include well-developed summary and critique with strong topic sentences, effective sequencing of ideas and smooth transitions.</p>	<p>Provides an organizational structure that includes an effective introduction and conclusion.</p> <p>Body paragraphs include well-developed summary and critique with effective topic sentences, sequencing of ideas and transitions, though some development may be needed.</p>	<p>Includes an introduction and conclusion, though some development may be needed.</p> <p>Body paragraphs include summary and critique, most containing recognizable topic sentences.</p> <p>Sequencing of ideas and transitions may be illogical or lacking at times.</p>	<p>Includes an introduction and conclusion, yet they contain ambiguities or irrelevant information.</p> <p>Body paragraphs include summary and critique, but sequencing of ideas is illogical or hard to follow.</p> <p>Ineffective transitions.</p>	<p>The essay lacks an organizational strategy on both the paragraph and sentence levels.</p>
Style, Grammar and Syntax (20%)	<p>Tone is rhetorically effective, and ideas are clearly articulated using precise word choice and varied sentence structures.</p> <p>Grammar, spelling, and punctuation are conventionally appropriate with very few errors, none of which interferes with coherence.</p>	<p>Tone is rhetorically effective, and ideas are clearly articulated using precise word choice and varied sentence structures, though some sentences may include minor phrasing or word choice issues.</p> <p>Contains no distracting patterns of grammar, spelling and punctuation errors.</p>	<p>The essay has no pervasive pattern of sentence-level incoherence, but tone is inconsistent, so sometimes lacking sentence variety and effective word choice.</p> <p>Includes some distracting, but not serious, problems in grammar, spelling and punctuation.</p>	<p>The essay contains patterns of sentence-level incoherence and lacks sentence variety and effective word choice.</p> <p>Includes many distracting errors in grammar, spelling, and punctuation.</p>	<p>Serious sentence-level incoherence, no sentence variety and ineffective word choice.</p> <p>Grammar, spelling, and punctuation errors obstruct meaning.</p>
Format and Basic Requirements	Paper follows the prescribed font (Times New Roman or Calibri), is justified, with 1.5 spacing, &	Paper follows most of the technical requirements (font, spacing, margins, pages,	Paper follows only some of the technical requirements (font, spacing, margins, pages,	Paper follows only a few of the technical requirements (font, spacing, margins, pages,	Paper fails to follow most of the technical requirements (font, spacing, margins, pages,

	1-inch margins. Paper is 10-15 pages long, has proper Introduction, Body, and Conclusion and uses the Turabian or Chicago formatting style and written on an A4-sized paper.	formatting style, and paper size).	formatting style, and paper size).	formatting style, and paper size).	formatting style, and paper size).
--	--	------------------------------------	------------------------------------	------------------------------------	------------------------------------

5. Final Oral Examination. The final oral examination is a ten- to fifteen-minute oral conversation in dyads or groups (maximum of three members) where students are expected to be able to succinctly and coherently discuss key passages and questions (supplied beforehand) that they grappled with during the term. Though conducted in dyads or groups, the students will be graded individually. To know how the Final Examination is graded, please refer to Section J of this syllabus.

G. TEACHING and LEARNING METHODS

TEACHING & LEARNING METHODS and ACTIVITIES	CLOs
Online Synchronous Lectures	CLO 1, 2, 4
Graded quizzes, group summary reports and discussions	CLO 3, 4, 6
PowerPoint or Canva presentations	CLO 1, 2, 5, 6
Reading and analyzing required texts	CLO 1-4
Composing summary critiques on selected articles	CLO 1, 2, 4

H. REQUIRED READINGS

Bovens, Luc. "The Value of Hope." *Philosophy and Phenomenological Research* 59, no. 3 (September 1999): 667-681.

Dawkins, Richard. "Why there almost certainly is no God." *The God Delusion*, 111-160. London: Bantam Press, 2006.

Durkheim, Emile. *The Elementary Forms of the Religious Life*. In *Readings from Emile Durkheim*, 85-88. Edited by Kenneth Thompson. London: Routledge, 1985.

Eliade, Mircea. *The Sacred and the Profane: The Nature of Religion*. Translated by Willard R. Trask. New York: Harcourt, Brace & World, 1959.

Francis, Pope. "Dialogue and Friendship in Society." Encyclical Letter *Fratelli tutti*, nos. 198-224. Vatican City: Libreria Editrice Vaticana, 2020.

- Mackie, J.L. "Evil and Omnipotence." In *Philosophy of Religion: Selected Readings, 4th ed.*, 288-296. Edited by Michael Peterson, William Hasker, Bruce Reichenbach, and David Basinger. Oxford: Oxford University Press, 2010.
- Marion, Jean-Luc. "Faith and Reason." *Believing in Order to See: On the Rationality of Revelation and the Irrationality of Some Believers*, 3-13. Translated by Christina M. Gschwandtner. New York: Fordham University Press, 2017.
- Michon, Cyrille. "Believing God: An Account of Faith as Personal Trust." *Religious Studies* 53 (2017): 387-401; doi: 10.1017/S0034412517000270.
- Ricoeur, Paul. "Evil, a Challenge to Philosophy and Theology." *Journal of the American Academy of Religion* 53, no. 4 (December 1985): 635-648.
- Schneiders, Sandra Marie. "Religion and Spirituality: Strangers, Rivals, or Partners?" *The Santa Clara Lectures* 6, no. 2 (February 2000): 1-26.

I. SUGGESTED READINGS

- Betenson, Toby. "The Problem of Evil Remains Logically Binding." *Religions* 12, no. 154 (2021): 1-11; doi: 10.3390/rel12030154.
- Derrida, Jacques. "On Forgiveness." *On Cosmopolitanism and Forgiveness*, 25-60. Translated by Mark Dooley and Michael Hughes. London: Routledge, 2001.
- Geertz, Clifford. "Religion as a Cultural System." *The Interpretation of Cultures: Selected Essays*, 87-125. New York: Basic Books, 1973.
- Itao, Alexis Deodato S. "Ars Amoris: The Breadth and Depth of Chiara Lubich's Instrument of Dialogue." *ACTA: Proceedings of the Quadricentennial International Philosophy Congress*, vol. 2, 498-506. Edited by Paolo A. Bolaños and Alfredo P. Co. Manila: UST Press, 2012.
- _____. "Gift and Responsibility: The Philosophy of Faith of Saint Augustine." *LUMINA: An Interdisciplinary Research and Scholarly Journal of Holy Name University, Tagbilaran City* 21, no. 2 (October 2010): 1-12.
- Jackson, Elizabeth. "Belief, Credence, and Faith." *Religious Studies* 55 (2019): 153-168; doi: 10.1017/S0034412518000446.
- Otto, Rudolf. *The Idea of the Holy*. Translated by John W. Harvey. London: Oxford University Press, 1950.
- Ramage, Matthew J. "Ratzinger on Evolution and Evil: A Christological and Mariological Answer to the Problem of Suffering and Death in Creation." *Religions* 12, no. 583 (2021): 1-13; doi: 10.3390/rel12080583.
- Rodríguez, Lidia, Juan Luis de León, Luzio Uriarte, and Iziar Basterretxea. "Institutional Religion and Religious Experience." *Religions* 12, no. 791 (2021): 1-23; doi: 10.3390/rel12100791.
- Tillich, Paul. "The Two Types of Philosophy of Religion." In *Writings in the Philosophy of Religion* by Paul Tillich, 289-300. Edited by John Clayton. Berlin: De Gruyter, 1987.

J. GRADING SYSTEM

Final Grade		
Grade	Description	Quality Point Value
A	Excellent performance in the fulfillment of course requirements	3.75 – 4.00
B+	Very good performance in the fulfillment of course requirements	3.25 – 3.74
B	Good performance in the fulfillment of course requirements	2.75 – 3.24
C+	More than satisfactory fulfillment of course requirements	2.25 – 2.74
C	Satisfactory fulfillment of course requirements	1.75 – 2.25
D	Fulfillment of the minimum requirements for the course	1.00 – 1.74
F	Failure, non-fulfillment of the minimum course requirements	0.99 and below
W	Withdrawal from a course without permission	0
WP	Withdrawal from a course with permission	No Quality Point
INC	Incomplete (temporary grade)	
NE	No Final Examination (temporary grade)	
AUD	Audit	No Quality Point
S	Satisfactory performance in basic or bridging and INTACT courses	No Quality Point
U	Unsatisfactory performance in basic or bridging and INTACT courses	No Quality Point

K. CLASS POLICIES

1. **Towards the New Normal.** The mode and delivery of this course are designed in response to the need to adapt to the new normal. In light of this, relevant university policies, especially pertaining to attendance and excused/unexcused absences, have been implemented through the issuance of the memo from ADAA dated 28 July 2022. These policies include:
 - a. **Mode of delivery.** This is a fully online course with both asynchronous and synchronous elements. Students are expected to keep pace with the class and their discussion groups, based on the deadlines outlined in the LMS. Please note that student access to the Canvas course will be automatically closed a week after the electronic release of grades for the first quarter.
 - b. **LMS.** The LMS that will be used for this course is Canvas. Support is available through the LS One-Stop Student Services Hub through the link www.ateneo.edu/lsone
 - c. **Time allocation.** For this term, a 3-unit course is equivalent to 90 learning hours.
 - d. **Attendance.**
 - “Regular attendance in all classes is one of the most important obligations of students” (2021 LS Undergraduate Academic Regulations Section III.1.2). Students are expected to attend and fully participate in all class activities and sessions, so that they enjoy the full benefits of learning.

- “Students are held responsible for all matters taken and assignments given in their absence” (2021 LS Undergraduate Academic Regulations Section III.1.3).
 - A limited number of absences is permitted. For this course, the maximum number of absences allowed is 3 (class meetings).
 - Students will receive an automatic grade of W (WITHDRAWAL) if they exceed the number of allowed absences. For undergraduate students, “the grade of W is equivalent to 0 quality points and is included in the QPI computation. A student must retake courses where the grade of W was received” (2021 LS Undergraduate Academic Regulations Section III.2.2).
 - “Class attendance should not only be regular; it should be punctual. Recording lateness as an absence shall be left to the instructor’s discretion” (2021 LS Undergraduate Academic Regulations Section III.3).
- e. **Agility.** In light of the current crisis, sudden changes to the itinerary of the class may occur. The consent of students will be solicited to make any changes to the syllabus; the revised syllabus will then be submitted to the Philosophy Department chair for review and approval.
- f. **Low-Bandwidth Versions.** Low-bandwidth support has been built into Canvas for students with limited Internet access. This includes transcripts of videos used in Canvas. If additional low-bandwidth support is needed for this course, please email me so we can make some arrangements.
- g. **Excused and Unexcused Absences.** In consideration of the continued volatility of the situation owing to the pandemic, excused absences are not counted towards the maximum number of allowed absences. An absence may be excused if due to any of the following:
- physical illness, including COVID-19 - requires submission of a medical certificate to the Office of Health Services (OHS);
 - COVID-19 in the household that results in a student’s need to quarantine or take care of the family member - requires submission of medical certificate to the Office of Health Services (OHS);
 - psycho-emotional and mental health conditions - requires submission of medical certificate to the Office of Guidance and Counseling (OGC);
 - family and other emergencies that require the presence of the student - supporting documents to be submitted directly to me for evaluation;
 - internet connectivity issues - supporting documents to be submitted directly to me for evaluation; and
 - the student is representing the school in an official capacity (such as student seminars, cultural performances, debates, athletic competitions, etc.) - requires an endorsement and certification from the appropriate office, indicating that the student is representing the school in an official capacity, and the approval of the ADA.
2. **Readings and Online Tasks.** Students are expected to stay abreast readings and online tasks. All readings will be made available either through Canvas or through links as specified in Canvas.
3. **Synchronous Sessions.** Students are encouraged to keep their cameras on during synchronous sessions to enhance interaction and for me to receive non-verbal feedback. However, this is not required and in particular, students with limited data subscriptions, internet connectivity issues or privacy concerns should not feel compelled to keep their cameras on. Students are encouraged to use the chat function at any time during the sessions, and need not wait for me to ask questions to do so. Students are also welcome to reply to each others’ chat messages. Please note that the meeting host (me) can see all messages in the chat box, including those sent to individual classmates. All synchronous sessions will be recorded (the class beadle is encouraged to remind me to record the session at the beginning of each meeting). The recordings will be saved to

Ateneo's Zoom storage allocation, and may be downloaded while they are still available. Please note that Ateneo MIS automatically deletes all recordings every Wednesday at 12 noon.

4. **Checkup Quizzes.** Failure to take a graded quiz by the set deadline will be given a grade of 0. Students with extenuating circumstances affecting their ability to meet a deadline are asked to email me within 24 hours of the missed deadline. (Please see #9 below.)
5. **Discussions.** Failure to contribute to graded discussions by the deadline will be given a grade of 0. Students with extenuating circumstances affecting their ability to meet a deadline are asked to email me within 24 hours of the missed deadline. (Please see #9 below.)
6. **Summary Reports.** Since summary reports are done by group, there should be no reason why a group would fail to deliver their output on their assigned date of report or presentation. No excuses will be accepted if a group fails to present their summary report. To ensure that the summary report will not be interrupted even if the group reporter/s get/s disconnected, every group member is expected to take the initiative to save a copy of the report and be ready to take over. Summary reports may also be pre-recorded to ensure that the entire presentation is within 15-20 minutes only.
7. **Summary Critiques.** These papers are to be submitted via Turnitin.com. Late submission will automatically incur a 1.0 deduction. Summary critiques submitted more than a week after the deadline will no longer be accepted, and will be given a grade of **F**. Students with exceptionally serious extenuating circumstances (including documented health emergencies) affecting their ability to meet a deadline are asked to email me within 24 hours of the missed deadline. (Please see #9 below.)
8. **Missed Final Oral Exam:** Students who opt to take the final oral exam are asked to test the stability of their Internet connection a few hours before the exam. Students who take the oral exam must do so with their video on; choosing this exam option is understood to be the extension of consent for the exam to be recorded. Students with exceptionally serious extenuating circumstances (including documented health emergencies) affecting their ability to take the exam are asked to email me within 24 hours of the missed exam. (Please see #9 below.)
9. **Excused Late Requirements.** For #4 to #6 above, please note that typically, the only extenuating circumstances that are automatically recognized as excusable are: student's hospitalization or serious illness that makes it impossible for the student to take the exam or meet the deadline (upon presentation of a medical certificate), life-threatening illness or death of an immediate family member or special relative equivalent in closeness to an immediate family member, or situations in which the student's presence elsewhere is required by law or because the student is officially representing Ateneo at an external event. For other extenuating circumstances, decisions will be made on a case to case basis.
10. **Honor and Integrity.**
 - a. Submission of any paper is a tacit attestation that the student accomplished the work entirely on her/his own, without third-party aid unless specifically cited.
 - b. For all papers: *if you didn't write it, cite it.* Cite all borrowed ideas (whether they are paraphrased or in direct quotes) in the body of the text and, for typewritten papers, also in footnotes or parenthetical citations and a bibliography. Paraphrase ideas or use punctuation (quotation marks/block indentation) to mark direct quotes. Students are expected to have read and understood the university rules regarding plagiarism and cheating.
11. **Disciplinary process.** Plagiarism and all other cases of dishonesty will be reported to the Discipline Committee. Dishonesty in a major requirement will also be penalized with a grade of **F** for the course.
12. **Plagiarism amnesty.** A student who has submitted a plagiarized requirements and regrets doing so has 12 hours from the time of submission to withdraw their submission on grounds of regret.

They can do this via email. A student who does so will receive an F for the requirement and no disciplinary case will be pursued. This grace period for plagiarism amnesty lapses 12 hours after the submission of the requirement.

13. **Medium of Instruction.** The basic medium of instruction in this class is English. Please avoid code-switching within the same sentence (i.e., “Taglish”) on the discussion boards or when completing oral requirements.
14. **Classroom Decorum.** Please help maintain an environment of civility and respect in the online classroom. Please also help create an environment conducive for learning. Please follow the usual guidelines for respectful online engagement, mindful that written posts are more likely to be misinterpreted than statements made in a live face-to-face class. Especially when discussing sensitive topics, please phrase your posts carefully and think before you click.
15. **LS Gender Policy.** In line with LS policy, I will not discriminate on the basis of sex, gender, marital or parental status, sexual orientation, or gender identity or expression. All students are likewise encouraged to contribute to an atmosphere of inclusivity in this class. Please click the link to know more about the LS Gender Policy: <https://2012.ateneo.edu/ls/ls-gender-policy>.
16. **Keeping Track of Grades.** Students are expected to keep track of their grades on their own. From the moment final exams begin until final marks are released by the registrar’s office, I will not entertain questions about grades. Grades received from the registrar are final. According to university policy, a recorded final grade may be changed only if there was a miscomputation in arriving at a student’s final grade, or if a similar clerical error was committed.
17. **Deadlines of the Major Requirements.**
 - a. **Summary Critiques (by group).**
 - On Schneiders article - September 30
 - On Chapter 4 of Dawkins’ book - November 11
 - b. **Summary Reports (by group).**
 - On Eliade’s book - September 1 (M-Th Class); September 2 (T-F Classes)
 - On Marion’s article - September 15 (M-Th Class); September 16 (T-F Classes)
 - On Michon’s article - September 29 (M-Th Class); September 30 (T-F Classes)
 - On Mackie’s article - October 13 (M-Th Class); October 14 (T-F Classes)
 - On Ricoeur’s article - October 27 (M-Th Class); October 28 (T-F Classes)
 - On Boven’s article - November 3 (M-Th Class); November 4 (T-F Classes)
 - On Chapter 6 of Pope Francis’ encyclical - November 17 (M-Th Class); November 18 (T-F Classes)
18. **Student Well-Being and Support.** The various offices that support students continue to operate even while we are in online mode. This includes the LS Office of Guidance and Counseling, who continue to make its services available to students through video call and other channels. Other offices have also teamed together to provide technical support to students for LMS-related matters. The central email address ls.one@ateneo.edu can be reached for this purpose, and the office manning that email address will make sure your concerns reach the right people.
19. **Code of Decorum and Administrative Rules on Sexual Harassment, Other Forms of Sexual Misconduct, and Inappropriate Behaviour.** For more information on the specific policies related to these matters, please take some time to visit this link and read more: <https://2012.ateneo.edu/ugdo/policies/20200829-code-decorum-investigation-sexual-harassment>.
20. **Communicating with Your Instructor.** All communications to and from me are to be done via Canvas or through e-mail only. Students are expected to observe basic courtesy and politeness in all their communications. On my end, I will do my best to respond as soon as possible, but

should there be any delay, I would request students to send a follow-up communication or short reminder.

21. **Interruption/s during Synchronous Classes.** Due to the unpredictable nature of the Internet connectivity, should I happen to get disconnected, I advise students to remain in the Zoom meeting and wait for further communication from me. Do not rush to leave the Zoom meeting.

L. CONSULTATION HOURS

NAME OF FACULTY	EMAIL	DAY/S	TIME
Jeffrey Ocaj	jocay@ateneo.edu	Mondays	1000-1100 (D4) 1400-1500 (G2) 1500-1600 (M1))
<p>Nota bene: All consultations are done via Canvas chat. Please schedule this in advance. Also, please note that all chat conversations are visible to the entire class. In special cases, consultations may be done via Zoom, but again, this is by appointment. When done via Zoom, consultations should be in pairs or groups. Should this not be feasible, then the Zoom consultation will have to be recorded. In case where there is an urgent need for consultation and doing so on a certain Friday is not possible for some reason, please make an appointment so that a particular date and time can be agreed upon.</p>			

M. REFERENCE

Core Curriculum Learning Outcomes (CCLOs)

LEGEND:	
CCLO 1	Demonstrate effective communication skills (listening and speaking, reading and writing) in English and Filipino.
CCLO 2	Evaluate information and issues in various spheres of life using mathematical reasoning and statistical tools to process and manage data.
CCLO 3	Propose ways to address pressing social and ecological problems using appropriate critical approaches and scientific thinking
CCLO 4	Develop a creative and moral imagination that is responsive to contemporary global realities and challenges, but also deeply rooted in local histories, conditions, norms, and institutions.
CCLO 5	Internalize the significance and value of her/ his unique existence and purpose in life in light of Christian faith.
CCLO 6	Discern life choices with a keen awareness of ethical dilemmas and considerations.
CCLO 7	Exemplify a commitment to enhancing human life and dignity, especially those who are excluded and in greatest need.
CCLO 8	Practice a vision of leadership and committed citizenship rooted in Christian humanism.