

Philosophies of Religions

7.1 Module Overview									
Module Number		Module Title	Philosophies of Religions						
Stage of Principal Programme			3	Semester	2	Duration. <i>(Weeks F/T)</i>	12	ECTS	5
Mandatory / Elective (E)	E	Hours of Learner Effort / Week	2						
Analysis of required hours of learning effort									
Teaching and Learning Modalities						✓if relevant to this module	Approx. proportion of total (hours)		
Contact Hours									
In person face-to-face						✓	24		
Synchronous									
Indirect/Non-Contact Hours									
Asynchronous									
Work Based									
Other:									
<ul style="list-style-type: none"> Independent reading, engagement with VLE, research and preparation of assessments 						✓	101		
Total							125		

Pre-Requisite Module, if any. Module # and Title	N/A
Co-Requisite Module, if any. Module # and Title	N/A
Maximum number of learners per instance of the module	120
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.	
Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	Qualifications & experience required
	Staff - Learner Ratio X:Y
Lecturer	A minimum level 9 qualification in Philosophy or closely cognate area
	1:120

Assessment Techniques – percentage contribution				
Continuous Assessment	100%	Proctored Exam – in person		Practical Skills Based
Project		Proctored Exam - online		Work Based
Capstone (Y/N)?	N	If Yes, describe		

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)	
MIMLO On completion of this module a learner will be able to:	Related MIPLO #
1. Demonstrate an informed and critical awareness of the fundamental philosophical principles of Judaism, Christianity, Islam, Hinduism, and Buddhism as specified in foundational texts.	2, 3

2. Recognise how the identities of individuals and groups across the globe have been shaped by their acceptance or denial of the value systems that have been forged through the interactions between philosophical concepts and religious beliefs.	1, 3, 6, 7
3. Show the ways in which an understanding of the philosophies of religions enhances our capacity to respect cultural differences and promote the virtues of inclusivity, diversity, and equity with a refined sense of the similarities and differences that inhere within the various philosophical and religious worldviews that have shaped our world.	1, 2, 5

7.3 Indicative Module Content, Organisation and Structure

Through its focused engagement with seminal texts by thinkers such as Maimonides, Averroes, Avicenna, Augustine, and Schopenhauer this module enables learners to acquaint themselves with the ways in which individuals and communities from a range of religious backgrounds acquire their sense of identity and ethical values from the philosophical arguments that underpin their respective worldviews. It will demonstrate how our commitment to ideals of inclusivity, diversity and equity can be informed by a proper understanding of how philosophical differences among communities of believers have proved pivotal in the formation of opposing views. Its presiding aim is to show that the capacities for intercultural tolerance and ultimate cohesion of societies can be enhanced by an acquaintance with the philosophical principles that inform the values, attitudes, and assumptions of their constituent groups.

Philosophies of Religions offers detailed insights about the ways in which individual and societal identities are shaped by a variety of philosophical and theological ideas deriving from a wide range of global contexts. It underscores the influence of such concepts on our individual and communal experiences of selfhood and difference in an increasingly multicultural age. Accordingly, principles of equality, diversity, inclusivity, and the debates that they engender, are presiding topics within this module.

Below is an indicative structure of the module content:

- Introduction: philosophy as the ‘handmaiden of theology’?
- The philosophical foundations of monotheistic thought in Judaism, Christianity, and Islam.
- The ideas of Spinoza, Hume, and Kant regarding the value of scripture and the freedom to philosophise.
- Schopenhauer’s readings of Hinduism and Buddhism.

7.4 Work-based learning and practice-placement *(if applicable)*

N/A

7.5 Specific module resources required *(if applicable)*

N/A

7.6 Application of programme teaching, learning and assessment strategies to this module

The content of this module is delivered in lectures. The lecturer outlines contextual themes, conducts in-depth textual analyses and facilitates the learners’ efforts to enhance their analytical skills within individual and group settings. The lecturer will also endeavour to provide opportunities for learners to engage in close reading of primary texts and to learn about their presiding role in ‘real-world’ multicultural issues of religious identity and belonging.

In adhering to the principles of UDL, material will be made available via a range of sources through the VLE such as texts, videos, and podcasts. Such material will appear on the lecturer’s slides that will be uploaded to Moodle in advance of lectures.

Assessment for the module consists of continuous assessment (90%), and attendance (10%).

Continuous Assessment:

The PowerPoint presentation will reveal the abilities of learners to utilise digital media resources such as documentary films and podcasts to deepen their understanding of how religious identities in contemporary multicultural societies are influenced by age-old texts and ideas (MIMLO 2).

The essay will demonstrate the aptitudes of learners in relation to their theoretical understanding and their ability to specify the role of seminal ideas and texts in the shaping of individual and communal religious identities. (MIMLO 1, 2, 3)

The attendance mark will benefit those learners who will engage with themes through critical dialogues and collaborative forms of textual critique with their lecturer and their peers.

7.7 Summative Assessment Strategy for this module

MIMLOs	Technique(s)	Weighting
1-3	Essay, 2500-300 words	60%
2	PowerPoint presentation about the ways in which digital resources can be used to analyse core module themes.	30%
N/A	Attendance	10%

7.8 Sample Assessment Materials

Sample Essay Titles:

1. Based upon your reading of the works of at least two of the philosophers that you have studied on this module, how would you characterise the relationship between Philosophy and Religion?
2. Specify the ways in which Spinoza's ideas about the Bible set him at odds with some of the core beliefs of Judaism.
3. Outline Hume's main contentions against the tenets of Christianity that were covered on this module.
4. Discuss the ways in which Kant's moral philosophy can be related to traditional Islamic arguments for the existence of God.
5. Critically evaluate Schopenhauer's views about Hinduism and Buddhism.

Word Count: 2500-3000.

Presentation Instructions: drawing upon your analysis of one of the documentaries or podcasts that are listed in the assessments section of our Moodle page, demonstrate how the ideas of one of the philosophers that we have covered can enhance our understanding of the philosophical elements of religious belief in a multicultural society.

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's [Regulations in Relation to Assessment and Standards](#) unless otherwise indicated.

7.9 Indicative reading lists and other information resources

Indicative Core Reading:

Hume, David, *Dialogues Concerning Natural Religion* (Harmondsworth: Penguin Publications, 1990)

Kant, Immanuel, *Religion within the Boundaries of Mere Reason and Other Writings* (Cambridge: Cambridge University Press, 1998)

Schopenhauer, Arthur, 'On Religion' in *Parerga and Paralipomena, Volume 2* (Oxford: Oxford University Press, 1974)

Spinoza, Baruch, *Theologico-Political Treatise in Works of Spinoza, Volume 1* (New York: Dover Publications, 1955)

Indicative Other Reading:

- Adamson, Peter, *Philosophy in the Islamic World* (Oxford: Oxford University Press, 2018)
- Armstrong, Karen, *Buddha* (London: Phoenix Books, 2002)
- Bodhi, Bhikku (ed. and tr.), *In the Buddha's Words: An Anthology of Discourses from the Pāli Canon* (Boston: Wisdom Publications, 2005)
- Baier, Annette C., *The Pursuits of Philosophy: An Introduction to the Life and Thought of David Hume* (Cambridge, Massachusetts: Harvard University Press, 2011)
- Cartwright, David E., *Schopenhauer: A Biography* (Cambridge: Cambridge University Press, 2010)
- Cassirer, Ernst, *The Philosophy of the Enlightenment* (New Jersey: Princeton University Press, 1951)
- Cragg, G. R., *From Puritanism to the Age of Reason: A Study of Changes in Religious Thought within the Church of England 1660-1799* (Cambridge: Cambridge University Press, 1950)
- Drummond, Andrew L. and Bulloch, James, *The Scottish Church, 1688-1843: The Age of the Moderates* (Edinburgh: The Saint Andrew Press, 1973)
- Davies, Brian, *An Introduction to The Philosophy of Religion* (Oxford: Oxford University Press, 1982)
- Hannam, James, *God's Philosophers: How the Medieval World Laid the Foundations of Modern Science* (London: Icon Books, 2009)
- Harris, James A., *Hume: An Intellectual Biography* (Cambridge: Cambridge University Press, 2015)
- Harvey, Peter, *An Introduction to Buddhism: Teachings, History and Practices* (Cambridge: Cambridge University Press, 1990)
- Kaunda, Chammah J., *African Theology, Philosophy, and Religions: Celebrating John Samuel Mbiti's Contribution* (London: Lexington Books, 2020)
- Kuehn, Manfred, *Kant: A Biography* (Cambridge: Cambridge University Press, 2001)
- Lipner, Julius, *Hindus: Their Religious Beliefs and Practices* (London: Routledge, 1994)
- Magee, Bryan, *The Philosophy of Schopenhauer* (Oxford: Oxford University Press, 1997)
- Martin, Nancy M. and Runzo, Joseph (eds.), *Love, Sex and Gender in the World Religions* (London: Oneworld Academic, 2001)
- Maseno, Loreen, *Women within Religions: Patriarchy, Feminism, and the Role of Women in Selected World Religions* (London: Wipf and Stock, 2020)
- Mossner, E. C., *The Life of David Hume* (Oxford: Oxford University Press, 1980)
- Nadler, Steven, *Spinoza: A Life* (Cambridge: Cambridge University Press, 1999)
- , *A Book Forged in Hell: Spinoza's Scandalous Treatise and the Birth of the Secular Age* (New Jersey: Princeton University Press, 2011)
- (ed.), *Spinoza and Medieval Jewish Philosophy* (Cambridge: Cambridge University Press, 2014)
- , *Think Least of Death: Spinoza on How to Live and How to Die* (New Jersey: Princeton University Press, 2020)
- Rubenstein, Richard E., *Aristotle's Children: How Christians, Muslims, and Jews Rediscovered Ancient Wisdom and Illuminated the Dark Ages* (Florida: Harcourt Books, 2003)
- Ruthven, Malise, *Islam: A Very Short Introduction* (Oxford: Oxford University Press, 1997)
- Solomon, Norman, *Judaism: A Very Short Introduction* (Oxford: Oxford University Press, 1996)
- Suh, Sharon A., *Being Buddhist in a Christian World: Gender and Community in a Korean American Temple* (Washington: University of Washington Press, 2004)

Williams, Christopher, *Religion, Race, Multiculturalism, and Everyday Life: A Philosophical, Conceptual Examination* (London: Ethics International Press, 2022)

Relevant Websites:

Stanford University, *The Stanford Encyclopaedia of Philosophy*: <https://plato.stanford.edu/>

BBC In Our Time Podcast Page: <https://www.bbc.co.uk/programmes/b006qykl>