THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title   : 4-yr & 5-year FT Undergraduate programmes
Programme QF Level   : 5

Course Title   : Faith and Reason

Course Code   : GEF1009

Department   : IE

Credit Points   : 3

Contact Hours   : 39

Pre-requisite(s)   : Nil

Medium of Instruction   : EMI

Course Level   : 1

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e in short "PEER & I"):

● **P**rofessional **E**xcellence;
● **E**thical Responsibility; **&**
● **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making

7. Global Perspectives

1. Course Synopsis

This course aims at exploring religions with a philosophical approach. By studying a number of controversial religious doctrines, the relationship between religious beliefs and reasoning as found in various traditions will be critically examined. Examples of religious questions to be examined include whether it is possible for human beings to know who God is; whether God exists; whether religious experience is justifiable; and whether religious belief is only a personal and arbitrary matter. How about the phenomenological realities of "self" or the "soul", and of the Evil? Did or does the all-powerful and all-loving God create evil? As such, this course seeks to clarify the relationship between religious beliefs and reasoning. It will deepen one's appreciation of the relations between Reason and Faith. The students will be enabled to come up with their own justifiable understanding about the nature of religion and religious beliefs and their positions in the social and the transcendental aspects of human life as observable across cultural traditions.

2. Course Intended Learning Outcomes (CILOs)
Upon completion of this course, students will be able to:

CILO$_1$ Understand the basic definitions and concerns of philosophy of religion.
CILO$_2$ Analyze some controversial religious doctrines from a philosophical perspective.
CILO$_3$ Ponder the importance of philosophizing towards religion itself.
CILO$_4$ Carry own critical reflections and positions for the above.

3. Content, CILOs and Teaching & Learning Activities

Teaching Content	CILOs	Teaching & Learning Activities
(a) Definitions and meaning of philosophy of religion, including the determination of religious beliefs as meaningful or not, differentiating reason and excuse, examination on the relationship between religious faiths, experience and rationality and the justification of religious doctrines.	CILO$_{1, 3}$	Lecture, Tutorial Discussion; Group Presentation.
(b) Examination on a number of controversial religious doctrines, such as is it really possible for human beings to know who God is? Does God exist? Why and Why not? Does the all-powerful and all-loving God create evil? Is religious experience justifiable? Is religious belief only a personal matter?	CILO$_{2, 3, 4}$	Lecture, Tutorial Discussion; Group Presentation; Guided reading of selected sacred texts in class.
(c) Significance of philosophizing about religion to religious beliefs, that is, to clarify the relationship between religious beliefs and reasoning, to consolidate the rational grounds for religious beliefs and to examine the applicability of	CILO$_{2, 3, 4}$	Lecture, Tutorial Discussion; Group Presentation.

reasoning to religious beliefs.		

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
(a) Participation in in-class activities.	10%	CILO*1, 2, 3, 4*
(b) Presentation on selected topics.	40%	CILO*1, 2, 3, 4*
(c) An Essay (2,400 words in Chinese or 1,500 in English)　on selected topics related to the course. The topic should be approved by the instructor.	50%	CILO*1, 2, 3, 4*

5. Required Text(s)
Nil

6. Recommended Readings
1. Cox, H. (2009). *The future of faith* (1st ed.). New York: Harper One.
2. Harvey, D., & Ebrary, Inc. (2007). *A brief history of neoliberalism.* Oxford ; New York，　Oxford University Press.
3. Küng, H. (2010). *What I believe. London* ; New York: Continuum.
4. Olson, C. (2011). *Religious studies : The key concepts (Routledge key guides).* London ; New York: Routledge.
5. Sheldrake, P. (2012). *Spirituality : A very short introduction* (1st ed., Very short introductions ; 336). Oxford: Oxford University Press.
6. Cox. H (2006b)：《信仰的未來，宗教的興衰與靈性時代的復甦》，台北，啟示出版社。
7. Frankl.V 著；趙可式、沈錦惠和朱曉權譯 (1991)：《活出意義來(第 1 版，德國文化叢書)》，北京，三聯書店。
8. Geislert 著；吳宗文譯 (1983)：《宗教哲學》，香港，種籽出版社。
9. Küng、秦家懿和吳華 (1989)：《中國宗教與西方神學(初版)》，台北，聯經出版事業股份有限公司。
10. Swinburne 著；曹劍波譯 (2012)：《信仰與理性(歷史基督教思想學術文庫研究系列)》，香港，道風書社。
11. 牟宗三 (1974)：《中國哲學的特質(再版，新亞研究所叢刊)》，台北，台灣學生書局。
12. 余英時 (2014)：《論天人之際：中國古代思想起源試探(初版)》，台北，聯經出版事業股份有限公司。
13. 吳庶深 (2008)：《心靈教育：生命教育的核心概念(初版)》，香港，香港教育學院宗教教育與心靈教育中心。
14. 吳梓明 (2009)：《宗教教育就是心靈教育》，香港，香港教育學院宗教教育與心靈教育中心。
15. 溫偉耀 (2013)：《是否真有神的存在？(三版)》，香港，明風出版。
16. 溫偉耀 (2016)：《今生‧來世(初版)》，香港，明風出版。
17. 蒲慕州 (2016) ：《歷史與宗教之間(香港第一版，三聯人文書系)，香港，三聯書店(香港)有限公司。
18. 劉再復 (2017)：《甚麼是人生――關於人生倫理的十堂課》，香港，三聯書店(香

港)有限公司。

19. 黎志添 (2003)：《宗教研究與詮釋學，宗教學建立的思考》，香港，中文大學出版社。

20. 霍韜晦 (2011)：《絕對與圓融，佛教思想論集(初版，滄海叢刊宗教)》，台北，東大圖書公司。

7. Related Web Resources
   Nil

8. Related Journals
   Nil

9. Academic Honesty
   The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89). Students should familiarize themselves with the Policy.

10. Others
   Nil