

## Readings and Assignments: Weeks One to Four

If you miss a class, check here for assignments or handouts.

If you have questions about an assignment after class has adjourned, I prefer that you ask through the *Course Website* Bulletin Board so that all can benefit.

**If I make a special arrangement with you for due dates, etc., explain it in a note or e-mail message and ask me to sign or confirm it; show it to me to remind me of our arrangement.**

📖 indicates a handout in class. 📖 indicates material from *Philosophy 240 Coursepack*.  
"Rowe" refers to the text for the course.

### Contents

In deference to our leaf-bearing friends, *Readings and Assignments* is handed out in instalments in case there are revisions as we go along, as there often are.

However, *Readings and Assignments* for the whole course can be viewed at the *Course Website*—just treat it as open to revision. Major due dates are listed below.

### **What is religion? What are crucial concepts in religion?**

The textbook in this course focuses almost exclusively on the Western, monotheistic religious tradition. We will begin with you looking at several religions, including some outside the Western, monotheistic tradition, in order to develop our concept of religion and of concepts in religion.

1. Tuesday, September 8
2. Tuesday, September 15
3. Tuesday, September 22
4. Tuesday, September 29

### **What evidence supports various religious beliefs? What evidence opposes them?**

We will use your expertise in various religions as we examine philosophical arguments for and against various religious hypotheses.

5. Tuesday, October 6:
6. Tuesday, October 13: **DUE: Draft of *First Essay***
7. Tuesday, October 20: **DUE: Seminars**
8. Tuesday, October 27: **DUE: Seminars, *First Essay***
9. Tuesday, November 3

### **Which religious beliefs are justified?**

The course culminates in your explaining how **you** reconcile your religious beliefs (or lack of them) with your reason and philosophy.

10. Tuesday, November 10
11. Tuesday, November 17: **DUE: *Second Essay***
12. Tuesday, November 24
13. Tuesday, December 1

**December 14: DUE *Third Essay***

**1. Tuesday, September 8**

- 📖 *Introductory Questions: Survey*
- 📖 *Introductory Questions: Personal*
- 📖 *Brief Course Description*
- 📖 *Readings and Assignments: Weeks One to Four* (this handout)

**Philosophy and Religion**  
**Co-op work on Nature of Religion**

**Assignment for next session**

**Pick up 📖 *Readings on religions* from your Home Campus:**

**Abbotsford:** from plastic box on wall outside D3091;

**Chilliwack:** from Faculty Reception A100

**Mission:** from Reception D133

(This should be the only time it will be necessary to pick up readings outside of class.)

**REVIEW and note any questions you have about:**

- 📖 1.1 *Course Description*,
- 📖 1.2 Douglas Todd, “Keeping an open mind can help the spirit move us.”
- 📖 1.3 *Methods of Inquiry*,
- 📖 1.4 *Writing without Gender Bias*,
- 📖 1.5 *Essay Assignment*,
- 📖 1.7 *Seminars on Religious Hypothesis*

**READ** Rowe, pp. 1-3 and 📖 2.2 Plato’s *Republic*, excerpt on The Cave for explanation of the nature of philosophy and how it is related to religion.

**READ** 📖 2.5 Douglas Todd: “There’s still value in the abused term ‘spirituality’”

📖 2.6 Douglas Todd: “Environmentalism: the new civil religion”

**READ** 📖 2.3 Borges, “The Other Death.” Consider whether this story could be true: Is it internally coherent? Testable, *i.e.*, not vacuous?

**DUE NEXT SESSION: Religious concepts and your assigned religions: Individual Prep Questions**

**You are the expert on your assigned religion.**

We begin the course by becoming acquainted with a variety of religions.

You will have a reading on one of the religions you indicated on *Introductory Questions* that you would like to learn more about. I have selected these readings because they provide not only explanations of a religion’s belief structure but also of its history and interrelationships with other social, personal, and metaphysical elements.

Several students are assigned to each religion as our class experts to help us see how concepts and issues apply to various religions. (I am no expert on particular religions. My expertise is in philosophy.) You are responsible for replying to questions in class or on-line about your religion and its philosophical concepts and issues, **not** about the historical and social context. If you do not know the answer to a question, then you will need to research and think about the answer (within reason: you will **not** be turned into research gophers on obscure questions.)

*Assignment continued on next page...*

**CHANGE WORDING OF CW: RELIGIOUS CONCEPTS TO MATCH WORDING OF QUESTIONS HERE.**

**On your reading about your assigned religion, there is a number in the upper right hand corner referring to one of the questions below to answer about your assigned religion.**

**Answer your question in no more than about 250 words.**

**Cite page numbers** from your reading (or from other sources) that support your answers.

1. **Explain** what your assigned religion believes are the basic elements of ultimate reality, *e.g.*, some other-worldly entities, some non-human worldly entities, some human aspects such as the soul, or...
2. **Explain** according to your assigned religion, what difference it makes how humans interact with these basic elements, *e.g.*, does it matter to the worldly life of individuals or of social groups, or to what happens to individuals when they die, or to...? Does it matter differently to men and to women, to clergy and to laity, to upper and to lower social classes...?
3. **Explain** whether your assigned religion views interrelationships between these basic elements as fundamentally harmonious, as full of conflict, as indifferent to each other, or as...
4. **Explain** what reasons those who follow your assigned religion give for believing in this ultimate reality, *e.g.*, as a matter of faith, on the basis of evidence, on the word of an authority such as a prophet, from each person's first-hand experience, or... Do the reasons differ for different groups, for example, for men and for women, for clergy and for laity, for upper and for lower social classes...?

Many of these questions and concepts are quite difficult, so do not expect to be able to give complete and definitive answers at this point.

You may need to clarify some key concepts in the question or your answers, *e.g.*, "ultimate reality," "faith," "harmonious." See *Methods of Inquiry*, section C for help giving definitions and for using model, contrary, and borderline examples.

**2. Tuesday, September 15**

Questions about *Course Description, Methods of Inquiry, Writing without Gender Bias, Essay Assignment, Seminars on Religious Hypothesis, Course Website?*

Questions about Rowe and Todd: Religion and Philosophy?

Results of Nature of Religion co-op work.

Co-op work on religious concepts.

**DUE:** *Religious concepts and your assigned religions: IPQs*

Introduction: Religion and Reason

**Assignment**

**Course Website:** You may want to use Discussions to carry on discussion from class, *e.g.*, about the definition of religion and whether your religion really is a religion, or about the role of reason in religion.

**READ Rowe, Chapter 6.**

*Assignment continued on next page...*

**DUE NEXT SESSION: William James, “The Will to Believe”: Individual Prep Questions:**

Using this hypothesis, answer the following questions in no more than about 500 words:

**Hypothesis:** A devastatingly large asteroid is on a trajectory to strike Earth by the year 2050.

**Earth imperilled by Asteroid ‘Shooting Gallery,’ Astronauts Say**

Jonathan Tirone, Bloomberg, November 25, 2008

Earth is imperilled by asteroids that threaten climactic catastrophe, and world leaders need to start working now to prevent a direct hit on our planet, scientists and former space explorers said.

“We’re acquiring more knowledge about the shooting gallery in which the Earth orbits the sun,” said retired U.S. astronaut Rusty Schweickart today at a press briefing in Vienna. “We can stop a 4.5 billion-year process that threatens the existence of life on Earth.”

The [Association of Space Explorers](#), a Houston-based group of 320 former astronauts and cosmonauts, today briefed United Nations officials about asteroid threats. They want world leaders to agree on technology and funding for space missions to deflect asteroids that may hit Earth.

“We have to decide, do we or do we not take action,” said Schweickart, who in 1969 manned the National Aeronautics and Space Administration’s Apollo 9 mission. “Choosing not to make a decision means we’ll have opted to take the hit.”

By 2020, scientists will begin tracking as many as 500,000 asteroids, of which “several dozen will pose an uncomfortably high risk of striking Earth,” the Association of Space Explorers said. Space missions to save Earth from a single asteroid may cost \$1 billion and require 15 years of planning, said Schweickart and ex-cosmonaut Dorin Prunariu at the briefing.

The costs of inaction may be even more extreme.

A direct hit by an asteroid such as the 600-meter (1,969-foot) wide rock called “[99942 Apophis](#),” which has a 1 in 45,000 chance of striking Earth on April 13, 2036, would cause billions of dollars in damage and widespread famine. Such a strike could cause a massive tsunami or propel huge amounts of dust into the atmosphere, blocking the sun and disrupting agriculture.

“If it really hits and destroys 1,500 kilometers (932 miles) of coastline, you wouldn’t be able to rebuild it for under \$400 billion,” said Walther Lichem, an Austrian representative to the International Panel on Asteroid Threat Mitigation. “An impact from a 1 kilometer-wide asteroid would wipe out farming on Earth for two years.”

The path of an asteroid could be changed by targeting it with a “gravity tractor,” an unmanned vehicle that would use magnetic energy to drag the object into a new orbit, according to Schweickart. Alternatively, an asteroid could be blown up by an explosives-laden unmanned craft at a distance of about 400 million kilometers from Earth.

*Assignment continued on next page...*

1. **Explain** whether you think this hypothesis is *intellectually undecidable* at present.

Avoid making an **Argument from Ignorance**, *i.e.*, concluding that a claim is false because it has not been proved true, or argues that a claim is true because it has not been proved false:

Certainly God exists since no one has ever proved there is no God.  
 Certainly there is no god since no one has ever proved there is.

However, as Clifford and James agree, this fallacy has **not** been committed by someone who refuses to believe a claim until good evidence has been presented in favour of it:

No, I don't believe there's a god. There may be, but I've never seen any convincing evidence that there is.

2. **Explain** whether this claim is a *living* hypothesis for you.

Consider: if an hypothesis is not living for you, then would you care whether there was evidence for it?

3. **Explain** whether this hypothesis is *momentous* for you:

Will you have another chance to decide whether to believe it?

Can your choice to believe it or not be easily reversed?

Does anything of importance hang on your choice?

4. **Explain** whether your choice to believe this hypothesis is *forced*.

### DUE NEXT SESSION: Attributes of God: Individual Prep Questions

#### READ Rowe, Chapter 1.

Before we consider evidence for and against the existence of god, we should consider the nature of god. (In some Western monotheistic religions, "God" is the proper name of the deity. So, I will usually use "god" as a more inclusive reference and will try to use "God" when referring only to the Christian deity.)

1. **Explain** whether the god(s) of your assigned religion has the attributes of a *theistic* god (as Rowe explains them on pp. 16-17, using a narrow sense of "theism"): omnipotence, perfect goodness, self-existence, separateness and independence from the world, being eternal?  
 (1 pt, @100 words)
2. **Explain** why your assigned religion (Buddhism, etc.) is best classified as polytheistic, henotheistic, or monotheistic; as pantheistic, panentheistic, transcendent or some other category? (1 pt, @100 words)

Rowe explains polytheism, henotheism, monotheism (pp. 4-5, 16-17), and pantheism (p. 13).

He does not distinguish pantheism (God is identical with everything, *i.e.*, God is completely **immanent**, completely in the world) from panentheism (the world is part of god, but God includes more than just the world, *i.e.*, God is both **immanent** and **transcendent**, both in and outside of the world).

Do not expect to master immediately all these concepts, but they are important to various religions' concepts of god(s). In addition, if a problem arises for one concept of god, they provide ways to revise your concept of god in order to avoid the problem.

*Assignment continued on next page...*

3. **Explain** why the god(s) of your assigned religion needs the attributes it has: what does the god(s) accomplish so that it must have these attributes?

For example, what does Christianity's God do so that it **must** be a **personal** god in order to accomplish those tasks? (2 pts, @200 words)

**READ** 2.9 Michael Valpy: "One God, hold the omniscience"

2.10 Anne Baird: "Ready to reclaim our divinity"

### **3. Tuesday, September 22**

Finish: Nature of Religion

Religion and Reason

**DUE:** William James, "The Will to Believe": IPQs

Attributes of god

**DUE:** Attributes of God IPQs

### **Assignment**

#### **DUE NEXT SESSION: Cosmological Argument: Individual Prep Questions**

**READ** Rowe, pp. 11-13, Chapter 2.

**OPTIONAL: READ 3.1 Samuel Clarke: "The Argument from Contingency"**

**Answer the following question in no more than about 100 words each.**

1. **Explain** the Principle of Sufficient Reason (22-23), providing an **example** of its use in everyday life.
2. **Explain** how the cosmological argument rests, finally, on whether the Principle of Sufficient Reason is true (22-23) in order to eliminate the possibility of brute facts (26).
3. **Explain** whether you believe the Principle of Sufficient Reason is sufficiently well-justified that we ought to assume its truth (and hence accept the cosmological argument) (30-32): Is it intuitively true? A presupposition of rational thought? Or...?
4. Since the cosmological argument is flawed according to Rowe, he does not consider whether a self-existent being (that the argument claims to prove the existence of) must have the other attributes of a theistic god (32). Can you think of any good reasons why this self-existent being must have any of these attributes?

#### **DUE NEXT SESSION: Seminars on Religious Hypothesis**

See [1.7 Seminars on Religious Hypothesis](#): hand in to me a paper with your name on it listing the topics in your order of preference.

See [1.5 Essay Assignment](#): Questions about *First Essay* assignment?

#### **4. Tuesday, September 29**

Finish Religion and Reason

Finish Attributes of god

Questions about *First Essay* assignment?

Cosmological argument

**DUE:** *Cosmological Argument IPQs*

**DUE:** Hand in preferences for topics for *Seminars on Religious Hypothesis*.

#### **Assignment**

**READ** Rowe, Chapter 4

**OPTIONAL: READ 3.3: William Paley: “The Watch and the Watchmaker”**  
**Charles Darwin, *Origin of species*: on Paley’s argument**

**DUE NEXT SESSION: Teleological argument: Individual Prep Questions**

**Answer the following question in no more than about 100 words each.**

1. **Explain** what a teleological system (57-58) is using model cases not from the text of something that is a teleological system and contrary cases of something that is not a teleological system.  
(See *Methods of Inquiry*, page 11, for an explanation of model and contrary cases.)
2. Rowe says that it begs the question to assume that the universe is a teleological system (59). What **reasons** does Rowe give for saying this? (See *Methods of Inquiry*, page 15, for an explanation of begging the question.)
3. Rowe says that even if the teleological argument succeeds, it needs to be supplemented by other arguments, e.g., the cosmological argument, for the existence of a god. Explain how the cosmological and teleological arguments are supposed to work together as evidence for the existence of a monotheistic god and its attributes (63-64)?
4. **Explain** whether **you** think the teleological argument provides **any** evidence for the existence of a god?

**PREPARE FOR NEXT SESSION (but not to turn in):**

1. Suppose that the universe is like a watch and hence requires a designer. Using that analogy, **explain what else** we could then conclude about the nature of the universe and its designer.
2. Consider the arguments in **▣3.5 Proofs for God’s Existence**: be prepared to explain why do or do not find any of them convincing.

*Assignment continued on next page...*


**PREPARE FOR NEXT SESSION: Seminar Assignments**

I will post Seminar assignments on the *Course Website* Bulletin Board.

If you do not have access to the *Course Website*, send me an e-mail message asking for your Seminar assignment, to which I will REPLY.

If all else fails, phone me on Monday!

**READ** the appropriate chapter in Rowe for your seminar issue.

**DUE SESSION 6: Bring two copies of your draft of *First Essay*, parts 1 & 2 for peer review. (See  1.6 *Peer Editing*.)**

In working on the draft of your *First Essay*, you might find the Bulletin Board useful for discussing, *e.g.*, the advantages and disadvantages of various attributes of god or of the cosmological or teleological arguments.

**5. Tuesday, October 6**

Finish Cosmological argument.

Teleological argument

**DUE:** *Teleological Argument IPQs*

**Seminar** groups meet to assign roles.

## Readings and Assignments: Weeks Five to Eight

### 5. Tuesday, October 6

Cosmological argument.

Teleological argument

**DUE:** *Teleological Argument IPQs*

Co-op Work on Cosmological and Teleological Arguments?

**Seminar** groups meet to assign roles:

**Problem of Evil:** Tori Carmichael, Sheetal Deo, Mark Douglas, Bethany Hanks, Jordan Luyt, Jennifer Pittman, Jordan Todd

**Problem of Human Freedom:** Chelsea Linton, Alex Newby, Serena Nguyen, Clo Nickel, Joseph Somers, Diana Sullivan, Nathan Williams

**Miracles:** Sean Arkinstall, Jessie Backman, Adam Duffy, Laura Henderson, Brooklyn Hoschka,

Lucas Klassen, Jesse Penner, Brittany Wiesner

**Religious & Mystical Experience:** Luke Armstrong, Frederick Bosma, Lorraine Brulot, Tara Enns, Priyanka Kaul, Devon McHardy, Curtis Robinson, Elisha Staetter

### Assignment

**WORK ON** *Seminars*.

**DUE NEXT SESSION:** *Double-entry Journal* on an outside source (See “Individual Preparation” section of [1.7 Seminars](#).)

**DUE NEXT SESSION:** Bring two copies of your draft of *First Essay*, parts 1 & 2 for peer review. (See [1.6 Peer Editing](#).)

### 6. Tuesday, October 13

**Peer review** of *First Essay*, parts 1 & 2

**WORK ON** *Seminars*.

**DUE:** *Double-entry Journal* on a source other than Rowe.

### Assignment

**DUE NEXT SESSION: Seminar on Miracles;  
Seminar on the Problem of Evil**

Handouts and overheads are **due by one hour before class** the day of the next session **if** you need me to produce them for you.

**DUE NEXT SESSION:** Those who are **not** leading the seminar **read the relevant chapter of Rowe and turn in at least four good questions** on the seminar topic. Explain your question sufficiently that its point is clear: why is this a relevant question for the seminar topic?

**DUE SESSION 8:** *First Essay*

**7. Tuesday, October 20**

Seminar on Miracles

**DUE:** Questions on Miracles

Seminar on the Problem of Evil

**DUE:** Questions on the Problem of Evil

**Assignment**

**DUE NEXT SESSION:** *First Essay.*

**DUE NEXT SESSION: Seminar on Religious & Mystical Experience;  
Seminar on the Problem of Human Freedom**

Handouts and overheads are **due by one hour before class** the day of the next session if you need me to produce them for you.

**DUE NEXT SESSION:** Those who are **not** leading the seminar **read the relevant chapter of Rowe and turn in at least four good questions** on the seminar topic.

**8. Tuesday, October 27**

**DUE:** *First Essay.*

Seminar on Religious & Mystical Experience

**DUE:** Questions on Religious & Mystical Experience

Seminar on the Problem of Human Freedom

**DUE:** Questions on the Problem of Human Freedom

**Assignment**

**WORK ON *Second Essay* DUE SESSION 11.**

Questions about seminar topics?

**DUE NEXT SESSION:**

**The Meaning of Life: Individual Prep Questions (8 pts)**

There is but one truly serious philosophical question, and that is suicide. Judging whether life is or is not worth living amounts to answering the fundamental question of philosophy. All the rest...are games.

Albert Camus, "An Absurd Reasoning," in *The Myth of Sisyphus*

*Assignment continued on next page...*

For the remainder of the course, we will look at whether belief in the religious hypothesis is **momentous**—it may provide us with a great good—and whether it is **forced**—in order to enjoy this great good, we must embrace the religious hypothesis, *i.e.*, if one suspends judgment about or rejects the religious hypothesis, one cannot enjoy the great good that it provides.

We will look at whether belief in the religious hypothesis is momentous in two parts. First, we will consider what the religious hypothesis may imply about the meaning of life. Second, we will look at the major way in which religion is claimed to give our lives meaning: by providing the means for us to live on after death.

**BEFORE you do any of the assigned reading, answer questions 1 and 2:**

1. **Explain a model case** of what (if anything) does or could give meaning to **your** life. **Explain an example** of something some people claim gives meaning to life but could **not** give meaning to **your** life. (1 pt)

Working from these examples, **explain** what we are looking for when we look for a meaning to human life? In other words, what does it mean to ask, “Does life have meaning?” (1 pt)

2. **Explain** what gives meaning to (human) life in your assigned religion. (2 pts)

**READ** 📖8.2 *Ecclesiastes* and **BE PREPARED** to explain its view of the meaning of human life.

**READ** Rowe, Chapter 9 for background.

**READ** your assigned reading:

📖8.4 **Tolstoy**: Luke Armstrong, Lorraine Brulot, Adam Duffy, Bethany Hanks, Chelsea Linton, Serena Nguyen, Jesse Penner, Elisha Staetter

📖8.5 **Kolenda**: Jessie Backman, Tori Carmichael, Lukas Klassen, Jordan Luyt, Clo Nickel, Curtis Robinson, Jordan Todd, Nathan Williams

📖8.6 **Taylor**: Sean Arkinstall, Sheetal Deo, Tara Enns, Brooklyn Hoschka, Priyanka Kaul, Joseph Somers, Brittany Wiesner

📖8.7 **Nagel**: Fred Bosma, Mark Douglas, Laura Henderson, Devon McHardy, Alex Newby, Jennifer Pittman, Diana Sullivan

**Answer the following questions about your assigned reading directly above:**

3. Read carefully to discern each possible source of meaning for our lives that your assigned reading considers: **explain** what reasons the author gives for accepting or rejecting each possibility as a source of meaning for our lives. (3 pts)
4. Consider the source the author accepts: what are your reasons for accepting or rejecting it as a way of giving meaning to **your** life? (1 pt)

## **9. Tuesday, November 3**

Questions about evidence for and against the existence of god: miracles, religious experience, evil, divine omniscience and human freedom?

Introduction to the Meaning of Life.

Co-op work on the Meaning of Life.

**DUE:** *Meaning of Life: IPQs*

## Readings and Assignments: The Rest

### 9. Tuesday, November 3

Questions about evidence for and against the existence of god: miracles, religious experience, evil, divine omniscience and human freedom.

Introduction to the Meaning of Life.

Co-op work on the Meaning of Life.

**DUE:** *Meaning of Life: IPQs*

### Assignment

#### DUE NEXT SESSION: Life after Death: Individual Prep Questions (8 points)

Questions about the possibility of life after death are unavoidable. However, rather than concentrate on those questions (as does Rowe), we should concentrate on whether surviving our deaths would—if it happened—give our lives meaning.

#### **Before you do any of the assigned reading, answer question 1:**

1. **Explain** what you think life after death would or could be like **assuming** it is possible. (1 pt)  
**Explain** why you think such a life after death would (or would **not**) give meaning to your life. (1 pt)

#### **READ** 📖9.2 Thomas Nagel, “Death.”

**Look for the reasons Nagel gives for dying being a bad thing.**

#### **READ** 📖9.3 Thomas D. Davis, “Life after Life.”

**Look for the difficulties that arise in the story for an afterlife giving our lives meaning.**

#### **READ** your assigned handout:

📖9.4 **Maurice Lamm:** Tori Carmichael, Priyanka Kaul, Alex Newby, Serena Nguyan, Clo Nickel, Jenn Pittman, Nathan Williams

📖9.5 **Sri Aurobindo:** Jesse Backman, Eric Bosma, Lorraine Brulot, Sheetal Deo, Adam Duffy, Chelsea Linton

📖9.6 **Charles Hartshorne:** Luke Armstrong, Mark Douglas, Tara Enns, Bethany Hanks, Laura Henderson, Lucas Klassen, Jordan Luyt

📖9.7 **Hans Moravec:** Brooklyn Hoschka, Devon McHardy, Curtis Robinson, Diana Sullivan, Jordan Todd, Brittany Wiesner

#### **Answer the following questions about your assigned reading directly above:**

2. Why is death bad according to your assigned reading? (1 pt)
3. For each account in your assigned reading of how we might live on after our deaths: what reasons does the author give for accepting or rejecting that account? (3 pts)
4. Consider the account the author accepts: what are **your** reasons for accepting or rejecting that account as a way of giving meaning to **your** life? (2 pts)


**10. Tuesday, November 10**

Co-op work on the Meaning of Life continued  
 Meaning of Life  
 Introduction to Life after Death.  
**DUE: *Life after Death* IPQs**

**Assignment**

**DUE NEXT SESSION: *Second Essay***

**READ Rowe, Chapter 11.**

**READ  10.2 Paul Waldie: “United Church keeps the (slightly revised) faith”  
 Douglas Todd: “Bridging the faiths...”  
 “Building bridges between yoga and Catholicism”  
 “Seeking solid ground in a pluralistic world”**

**11. Tuesday, November 17**

**DUE: *Second Essay***

Life after Death Co-op Work  
 Life after Death continued.  
 Many Religions: Is commitment to the religious hypothesis forced?

**Assignment**

**DUE NEXT SESSION: Many Religions: Individual Prep Questions**

- 1. Using examples, explain** exclusivism, inclusivism, and pluralism.
- 2. Are you exclusivist, inclusivist, or pluralist** regarding your own religious hypothesis (or lack thereof)?  
 What are your reasons for taking this position? Why is the view you take better than the alternatives?

**WORK ON *Third Essay* due December 10.**

**12. Tuesday, November 24**

Many Religions continued.  
**DUE: *Many Religions* IPQs**  
 Many Religions Co-op Work

**13. Tuesday, December 1**

All your final questions answered?

**DUE DECEMBER 14: *Third Essay*: Indicate on the *Essay* if you want it returned with comments.**