


<p>Year 13</p> <p>Philosophy, Religion and Ethics</p>	<p>Curriculum Intent:</p> <p>Students explore philosophical language and thought, through significant concepts and the works of key thinkers, illustrated in issues or debates in the philosophy of religion. Through studying the nature of God, learners will explore how ideas within philosophy of religion have developed over time, and make comparisons between the ideas presented in works of key scholars. Finally, the two sections that focus on religious language gives students the opportunity to examine issues such as whether religious teachings should be understood symbolically or analogically, or whether religious language should be regarded cognitively or non-cognitively</p> <p>Within Ethical Language: Meta-ethics, students will explore how ethical language has changed over time and been interpreted by different individuals. To develop their awareness of the importance of significant concepts within the study of ethics, they will be required to examine the significant ethical concept of conscience, through a comparison of the works of two key thinkers; Aquinas and Freud. Finally, our students will examine areas of sexual ethics, a highly relevant and interesting area of study where they explore how attitudes to pre and extra marital sex and homosexuality have influenced and been influenced by developments in religious beliefs, and also how the four normative theories they previously studied can be applied to these areas</p> <p>Developments in Islamic thought looks at the transmission of scientific and philosophical knowledge, where our students will reflect upon the cultural interaction between Islam and the West over the course of history. Science and Philosophy enables discussion of Muslim contributions to areas of scientific learning and also a comparison of the ideas from two key scholars: Abu Hamid al-Ghazali and Ibn Rushd (Averroes). The next topic focuses on the changing cultural norms in relation to gender. An area of debate which will be familiar and enables the study of Islam to be made especially relevant to issues central to modern society, as well as the lives of Muslim men and women around the world. In Tolerance, students explore how Muslims relate to members of other faiths and belief systems and important issues and challenges related to religious freedom in Muslim society. In the topic Justice and Liberation, students explore issues related to social liberation and protection of rights, including the study of two key scholars; Ali Shari’ati and Abdal Hakim Murad. In Islam and the State, they undertake the important exploration of changing ideas about the relationship between Islam and political systems, in particular the challenge of secularisation and modernity. Finally in Islam in Europe we discuss the issues and challenges raised by migration and multiculturalism, related to Muslims living as minorities in modern, Western, secular societies</p>					
<p>Unit title:</p>	<p>Term 1</p>		<p>Term 2</p>		<p>Term 3</p>	
<p>Topic Titles (in order of delivery)</p>	<p>Twentieth century Philosophy</p>	<p>Islam, Science and Philosophy:</p>	<p>Islam, Justice and Liberation</p>	<p>Islam and the State Islam in Europe</p>	<p>Revision</p>	<p>Exams</p>

	Sexual Ethics Islam, Gender & Equality	Religious Language – Negative, Analogical and Symbolic Meta Ethics	Islam and Tolerance -			
Key knowledge / Retrieval topics	<p>Logical positivism Verification principle (Ayer) Wittgenstein’s on language games and forms of life Falsification symposium (Flew, Hare and Mitchell) Aquinas and Wittgenstein on cognitive approach and non-cognitive approaches on the interpretation of religious texts Aquinas’ analogical view of theological language</p> <p>Premarital and extramarital sex and homosexuality Religious beliefs and practices on debates about the morality, legality and tolerability on sexual ethics</p>	<p>Qur’an’s encouragement of scientific enquiry Contribution to science in the medieval period, e.g medicine, maths and astronomy Comparison of the views of al-Ghazali and Ibn Rushd (Averroes) on the adoption of science and philosophy Ghazali’s two crises and salvation through Sufism and religious experience Ghazali’s assessment of the philosophers (Deliverance from Error) Ibn Rushd’s defence of Philosophy and the necessity of philosophy according to the Shari’a Rushd’s refutation of Ghazali’s attack on three levels of</p>	<p>Upholding justice and performing al-amr bil-ma’ruf wal-nahy ‘an al-munkar (enjoining good and forbidding wrong) Lesser and greater Jihad and the importance of mercy Concept of qisas (retribution), diya (restitution) in Islamic criminal law and the concept of public interest (maslaha) in Islamic legal theory Communal responsibility (fard kifaya) and the protection of individual rights in its enforcement Contemporary approaches to social liberation (Ali Shari’ati) influence of Marxist ideas Criticism of Sunnism and apolitical</p>	<p>The role of religion and the state in pre-modern Islam Sunnism and the contractual nature of the state, the complimentary roles of the ruler and the Ulama Shi’ism and the role of the Shi’a Imam as supreme authority, The role of the Ulama in the absence of the Imam Secularisation and the state in modern Islam identified with modernisation and social progress</p> <p>Adoption of Western legal codes in modern Muslim states Opposition to secularisation in the Muslim world</p>		

	<p>Traditional religious beliefs and practices on sexual ethics Religious figures and institutions and the impact of secularism on sexual ethics Application of natural law, situation ethics, Kantian ethics and utilitarianism to sexual ethics Views on sexual behaviour in private and personal societal norms and legislation</p> <p>Spiritual equality of the genders according to the Shari'a and early Muslim tradition Qur'anic view on men and women as spiritually equal The importance of women in early Islam Link between Islamic law and cultural norms in relation to gender and traditional views Impact of different traditional cultural norms on religious practice, with respect to family law</p>	<p>religious knowledge (rhetorical, dialectical, demonstrative) The role of scientific learning in the medieval period and its contributions to modern science Religious arguments encouraging the study of science and philosophy and its impact on religious thought in Islam</p> <p>Apophtatic way - the via negative Cataphatic way – the via positive Religious language in terms of analogy. Aquinas's analogy of attribution and analogy of proper proportion The language of religious expression in terms of symbol Tillich's view of theological language as almost entirely symbolic</p> <p>Naturalism and its application to absolutism Intuitionism and its</p>	<p>Shi'ism in the involvement of the Iranian Revolution Abdal Hakim Murad's traditionalist Sufi approach, criticism of Islamist revivalism and call for return to 'activism within'</p> <p>Concept of tolerance of non-Muslims according to the Qur'an Freedom in Muslim society and for non-Muslim minorities Contract of dhimma in classical Islamic law Treatment of religious minorities in medieval Muslim society The concept of citizenship in modern Muslim states Ghazali's Faysal al-tafriqa on the definition of apostasy according to Islamic law Anti-apostasy laws in Islam and their</p>	<p>Secularism and Western imperialism Status of the Shari'a in modern Muslim states</p> <p>Islamic teachings on life as a religious minority Hijra (migration for religious freedom) and its impact on migration Da'wa (mission) in Islam and its views related to religious conversion Consequences of practicing the Shari'a on respecting the 'law of the land' and the concept of 'minority jurisprudence' Impact of integration, multiculturalism and Muslim efforts to form a European Muslim identity Mustafa Cerić's Islam: A Declaration of European Muslims Opponents to multiculturalism since post9/11 era</p>		
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	<p>and the laws of modesty (awra)</p> <p>Impact of feminism on new feminist readings of the Qur'an and the different attitudes towards the hijab</p>	<p>application to the term good</p> <p>Emotivism and its application to relativism</p> <p>Ethical terms such as good, bad, right and wrong and the use of describing something</p>	<p>contemporary interpretations</p> <p>Impact of modernisation on traditional Muslim approaches to interreligious tolerance</p> <p>Traditional and contemporary Muslim views on apostasy</p>	<p>and the spread of Islamophobia in Europe</p> <p>Life as a religious minority in non-Muslim lands</p> <p>Challenges to tolerance and peaceful coexistence</p> <p>Different views on the integration of Muslim communities in European society</p> <p>Impact of 9/11 and its aftermath on perceptions of Islam in Europe</p>		
<p>Assessment</p>	<p>Philosophy and Ethics Knowledge Tests (30 marks each)</p>	<p>POP TEST:</p> <p>Philosophy and Ethics (40 markers)</p>	<p>PPE's</p> <p>End of Unit assessments in Islam, Philosophy and Ethics</p>	<p>End of Unit assessments in Islam, Philosophy and Ethics</p>		