

WEEK 12 TOK AGENDA - ONLINE LEARNING WEEK 2:

*Please copy this page into your TOK notebook as you would normally do at the beginning of each week.

*This week's work will be part of the March Notebook check.

*An *optional free* ZOOM video-phone conference will occur this Friday @ 10:00 AM. Join the class REMIND for daily updates.

TOK AIM #1 Make connections between a critical approach to the construction of knowledge, the academic disciplines and the wider world

TOK AIM #2 Develop an awareness of how individuals and communities construct knowledge and how this is critically examined.

TOK AIM #3 Develop an interest in the diversity and richness of cultural perspectives and an awareness of personal ideological assumptions.

1. **Philosophical Understandings of Religion & Religious Claims:** See the attached PPT slides and copy the lecture notes. Critically and creatively answer the included questions in your TOK notebook.
2. **Case Study - Intersection of Ethics and Religion:** See the attached PPT slides and find the Case Study titled "Religious Garb". Answer the three questions using the bullet point strategy (5 bullet points per question).
3. **Divine Origins:** See the attached PPT and watch the video links about the origins of the world's three largest religions. Then, follow the directions and conduct some research about one of the listed world religions of your choice. Cite two academic sources where you got your information and answer the attached questions using critical and/or creative thinking.

Extended Essay Reminders:

1. Independent Work Time

- **Literature People: Book(s) need to be finished by April 12**
 - Read
 - Annotate
 - Save Ideas
 - Update outline....GOAL: Double the amount of pages that you had on March 6
 - Contact your supervisor and exchange ideas/feedback as possible
- **Non-Literature People: Research needs to be finished by April 12**
 - Read
 - Save sources
 - Save Ideas
 - Update bibliography.....GOAL: Double the amount of sources that you had on March 6
 - Contact your supervisor and exchange ideas/feedback as possible

Are you almost ready to start writing your paper?

Do you need to make a new outline to help layout the structure of your paper?

Keep progressing to the best of your ability! If you are ready to start writing - please do!

Remember: The end of the semester goal is that you have at least 4 pages of your EE written.

1. Philosophical Understandings of Religion & Religious Terminology List B: See the attached PPT slides and copy the lecture notes. Critically and creatively answer the included questions in your TOK notebook.

“Human life is valuable.”

This is a religious claim that rings true for believers in many different world religions and even for non-believers.

Do you personally regard this claim as knowledge ?

Or, do you think this claim is rather *just* a belief ?

Can you think of at least one other religious claim that may ring true across the religious spectrum?



For each of the following claims, do you think the claim/belief is based more on evidence (things we can perceive) or on trust (things we cannot see)?

- A. “Humans beings are fundamentally good.”**
- B. “Progress is inevitable.”**
- C. “World peace is an achievable goal.”**



- 1. With whom do you find it easiest to talk about religion? With whom do you find it most difficult?**
- 2. What is the benefit of contemplating religion, even if you don't believe?**
- 3. What is your current opinion on the rationality (or irrationality) of faith?**
- 4. Has faith as a way of knowing been a part of your life in the past week? If so, how?**
- 5. My personal favorite definition of faith: "Faith is confidence in what we hope for and assurance about what we do not see." (Hebrews 11:1 NIV)
How do you define faith?**

Pascal's Wager



Blaise Pascal, early-mid 1600's

Pascal's Claim:

Essentially, humans bet their entire lives (their souls) that God either does or does not exist. Rationally, it makes sense then to at least believe God exists because if He in fact does, then you're right....go to Heaven! However, if you believe He exists and He actually doesn't, oh well, it's alright, nothing happens. However, if you claim to not believe in Him and He actually does exist, well then you're really out of luck.....

Basically, when considering risk/reward, it's more pragmatic (safest/most reasonable) to believe.

WHAT DO YOU THINK
ABOUT THIS?

Pascal's Wager

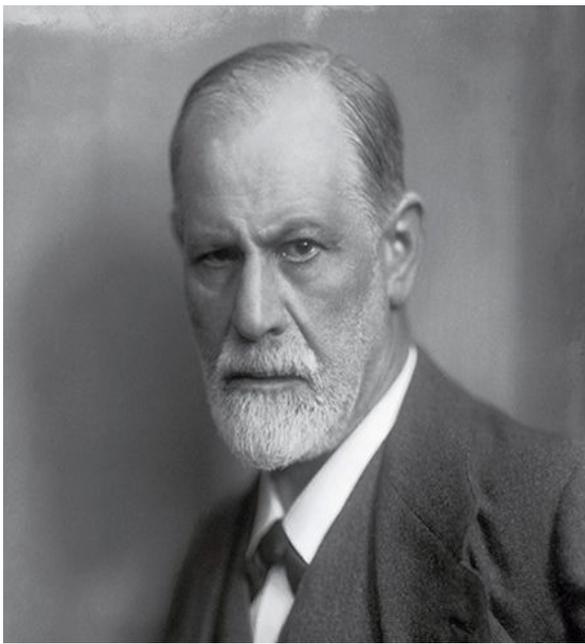
Pascal's Claim via table:



Blaise Pascal, early-mid 1600's

PASCAL'S WAGER		
	THERE IS A GOD	NO GOD
BELIEVE IN GOD	 ETERNAL JOY	NOTHING
ATHEISM	 ETERNAL SUFFERING	NOTHING

WHAT OTHER CONTRIBUTIONS
TO KNOWLEDGE DID PASCAL
MAKE?



Sigmund Freud, 1850's - 1930's

WHAT OTHER CONTRIBUTIONS
TO KNOWLEDGE DID FREUD
MAKE?



WEEK 12

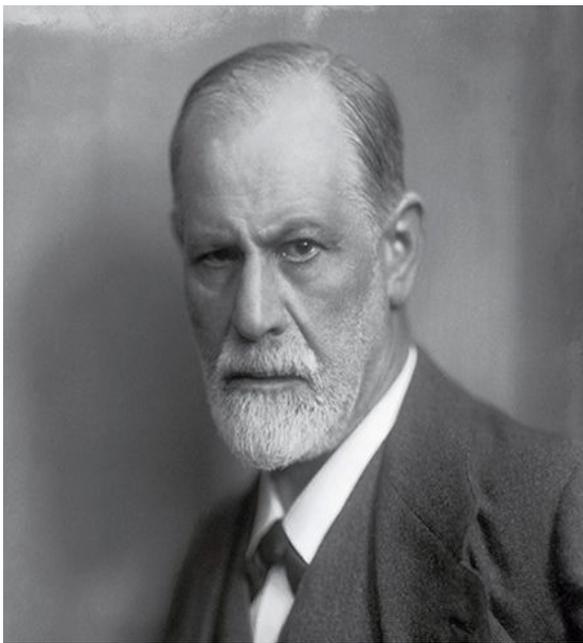
Freud's Claim:

Essentially, we are normally inclined to believe something is true. As such, we convince ourselves, on the basis of little or no evidence, that the thing really is true. Basically, we just believe what we want (or are naturally inclined) to believe. We "wish" - perhaps in our sleep - what we want to be true.





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Sigmund Freud, 1850's - 1930's

“Freud's psychoanalytic perspective viewed religion as the unconscious mind's need for wish fulfillment. Because people need to feel secure and absolve themselves of their own guilt, Freud believed that they choose to believe in God, who represents a powerful father-figure.” (Cherry 2020)

USE THIS QR CODE TO READ MORE
ABOUT SIGMUND FREUD, RELIGION
& WISH FULFILLMENT →



2. Case Study - Intersection of Ethics and Religion: See the attached PPT slides and find the Case Study titled “Religious Garb”. Answer the three questions using the bullet point strategy (5 bullet points per question).

4. Banning religious garb

There has been a long history, across multiple countries, of banning religious garb in certain contexts in the name of secularism. For example, Pennsylvania’s Religious Garb Act, which was originally passed in 1895 and renewed in 1949, prohibits public school teachers from wearing religious garb to class.¹ At one point, 36 US states had such bans of religious garb, and some still remain on the books, despite not being enforced for many years.

In more recent years, France has both instituted and enforced bans on religious garb. In 2004, the French Assembly passed a law banning religious garb and display of religious symbols in public schools. Luc Ferry, the French minister of education at the time, said that the ban would “keep classrooms from being divided up into militant religious communities.”² Many in France support this ban, arguing that the display of religious garb and symbols is antithetical to instilling national civic values in students, and thus leads to both lack of assimilation and increased potential for radicalization.

In 2010, France passed a law banning all face coverings in public places, which, though not explicitly directed at religious garb, was widely seen as a ban targeting the *niqab*, a veil worn by some Muslim women.³ Some argued in favor of the law on the basis that face-coverings prevent the clear identification of a person, which is both a security risk, and a social hindrance within a society which relies on facial recognition and expression in communication. However, many in France also argued explicitly that the *niqab*, and other such religious garb, must be banned because it prevents assimilation into French society.

Most recently, in 2016, a number of French towns have banned so-called *burkinis*, a type of full-body swimsuit, from French beaches. For example, Cannes passed a law according to which “access to beaches and for swimming is banned to anyone who does not have [bathing apparel] which respects good customs and secularism.”⁴ The French prime minister, Manuel Valls, has expressed support for such bans, arguing that the burkini is “not compatible with the values of the French Republic.”⁵

In the case of banning veils and full-body coverings, many have argued in favor of them on the grounds that they oppress women, as they are sometimes required of women, but never of men. Thus, they argue, whatever one thinks of banning religious garb in general, there are distinct reasons to ban veils and full-body coverings on the grounds that such garb promotes the oppression of women and is therefore incompatible with a secular, liberal society. Furthermore, they claim that Muslim women are often forced to wear religious garb by their families or spouses as a way of exerting control over them.

Opponents of such bans counter that most women who wear religious coverings such as the *burqa*, *niqab*, or *burkini* do so voluntarily, and, far from seeing themselves as oppressed, see themselves as free to assert their identity. Thus, opponents argue, banning such religious garb would actually serve to oppress women instead of liberating them. Furthermore, those who oppose all bans on religious garb argue that banning religious garb is incompatible with freedom of expression. Such debates raise interesting questions about when, if ever, and why, bans on religious garb are morally justified.

Study Questions

- (1) Are bans of veils and full-body coverings more morally justified than general bans?
- (2) Does wearing certain types of religious garb, such as the *niqab*, oppress women?
- (3) Are general bans on religious garb in places like public schools ever morally justified?

¹ <http://www.washingtontimes.com/news/2014/dec/11/pennsylvania-teachers-cant-wear-religious-garb-to-/>

² http://www.nytimes.com/2004/02/11/world/french-assembly-votes-to-ban-religious-symbols-in-schools.html?_r=0

³ <http://www.dailymail.co.uk/news/article-1312016/Frances-Senate-bans-women-wearing-burka-public.html>

⁴ <https://www.theguardian.com/world/2016/aug/11/cannes-mayor-bans-burqinis-beachwear-must-respect-secularism>

⁵ <https://www.theguardian.com/world/2016/aug/17/french-pm-supports-local-bans-burkinis>



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3. Divine Origins: See the attached PPT and watch the video links about the origins of the world's three largest religions. Then, follow the directions and conduct some research about one of the listed world religions of your choice. Cite two academic sources where you got your information and answer the attached questions using critical and/or creative thinking.

VIDEO 1 > ["The Story of Judaism"](#)



VIDEO 2 > ["Christianity from Judaism to Constantine"](#)



VIDEO 3 > ["Life of Muhammad and Beginnings of Islam"](#)



World Religions
choices for this activity:

Sikhism

Hinduism

Buddhism

Zoroastrianism

Jainism

Shintoism

Scientology

1. **What are some key date(s) of its origination and any related details about its establishment?**
2. **Where is its central geographical location historically? In the modern era?**
3. **Who is/are its central leader(s) and prophet(s)?**
4. **What type of religion is this (Monotheistic, polytheistic, etc)?**
5. **What are key tenets and significant articles of faith (religious doctrine)?**
6. **Is there a holy text and if so, what are some important facts about it?**
7. **What country in the world currently has the most adherents/believers/followers?**
8. **How has this religion's adherents/believers/followers contributed to scientific progress or mathematics?**
9. **How has this religion's adherents/believers/followers contributed to social progress or human sciences?**
10. **To what extent does this religion contribute shared knowledge in its region? In the world?**



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**END OF PPT.
THIS CONCLUDES THE CONTENT FOR WEEK 12
(WEEK 2 OF ONLINE LEARNING).**

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Please stay tuned for an optional free ZOOM conference that will occur on Friday at 10:00 AM. More information will be sent through the class REMIND account.

zoom

