

Approval Chart for Curriculum Changes

A = Approval I = Information*

Course Number PHIL379 Philosophy, Religion, and Science or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

Request: Add PHIL379 - Philosophy, Religion, and Science to the menu of courses that satisfy the university requirements for all bachelor's degrees with respect to the general education criteria for social science credit.

Rationale: This course fits the criteria set forth in the *Social Science Criteria* document.

See the attached narrative to see how this courses objectives meet the criteria for general education social science courses.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

					COUNCIL**					
	Change to a Course	Dept./School	College Academic	Deans	UGEC	UAC	GRAD	Provost	Faculty	President
1.	Title (description unchanged)	A	A	A	I			I	--	I
2.	Description (not affecting content)	A	A	A	I			I	--	I
3.	Content (substantive change)	A	A	A	I			A	--	A
4.	Number of hours (lecture, lab, contact)	A	A	A	A			A	--	A
5.	Course number within the hundred	A	A	I	I			I	--	I
6.	Course number beyond the hundred	A	A	A	A			A	--	A
7.	Prerequisites	A	A	A	I			I	--	I
8.	Course fee(s)	A	--	A	--			A	--	I
9.	From U to G <i>or</i> G to U	A	A	A	A			A	--	A
10.	Cross list with another dept: U or G level	A	A	A	A			A	--	A
11.	Department of record	A	A	A	A			A	--	A
12.	Open or close a course	A	A	A	A			A	--	A
13.	New course — See Adams Center for packet. This change includes combining or splitting a course(s).	A	A	A	A			A	--	A

* Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

** In most cases, approval by only one council is necessary.

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

PHIL379 – Philosophy, Religion, and Science

This course is team-taught by Fred Aquino and Paul Morris. It *is* a philosophy course and not either a science or a religion course. Although we discuss both science and religion, we feel that we can only adequately deal with the disparate realms through philosophical analysis.

Catalog Description

There are no prerequisites for this course.

PHIL379 Philosophy, Religion and Science (3-0-3), spring, odd years. The relationships among God, humans, and nature from the perspectives of philosophy, religion and science.

Rationale for upper level number: All of us who teach philosophy courses agree that we want the courses to be more than intellectual exercises, we want them to have existential importance for each student. [“What is the meaning of life?”] Philosophy differs from the *true* social science offerings in that our emphasis is on the normative as opposed to the descriptive or explanatory; when the social sciences do deal with the normative, they are engaging in philosophy. Dealing with the normative requires a degree of sophisticated/abstract thinking that is usually not necessary for understanding the descriptive/ explanatory. Because of the existential emphasis, we would like the students to be as mature as possible; we would like for them to have some previous experience with thinking through some difficult issues, especially in Bible classes. This class has the rigor of an advanced class.

Objectives:

- i To engage the student to think critically and carefully about the relationship between science and religion and to take *both* religion *and* science seriously.
- ii To examine different ways of understanding the relationship between science and religion.
- iii To examine different interpretations of issues in science and religion.
- iv To encourage students to connect intellectual issues with the process of spiritual formation.
- v To explore the impact of technology on who we are as human beings,

The written criteria from the Social Science Criteria document are shown in BLUE font.

1. Disciplines - *Philosophy* is one of the listed disciplines.
2. Definition – The numbers in brackets {} indicate the lecture numbers applicable to that particular topic as indicated on the course calendar in the syllabus. Each class period is one hour and twenty minutes.
 - a. At the individual level, this course may involve the study of behavioral factors such as cognition, memory, language, perception, personality, emotion, motivation, and others.

Under (ii) and (iii), a very important issue is the difference between scientific knowledge and religious knowledge. We spend a lot of time discussing the different approaches including how we know, the psychology of belief, and how emotions (*a la* Hume) might enter into the decision making process. [We bring in Dr. Richard Beck to discuss this issue specifically.] {1, 2, 3, 8, 9, 13, 14, 16, 17, 18, 19, 20, 21, 28}

By (i), we continually emphasize the part that logic must play in any cognitive process, but that it is not the only factor. {2, 9, 11, 18}
 - b. At higher levels of aggregation, this course may involve the study of social variables such as the structure and dynamics of small groups (e.g., couples, families, work groups, etc.); institutions and organizations (e.g., schools, religious organizations, etc.); communities

SYLLABUS FOR *PHILOSOPHY, RELIGION, AND SCIENCE*
PHYS379.01, PHIL379.01 - SPRING 2011

Instructors:	Fred Aquino Professor of Theology and Philosophy Abilene Christian University X3789, aquinoof@acu.edu Room 316, CBS Office hours: By appointment	Paul Morris Professor of Physics and Philosophy Abilene Christian University X2165, morrisp@acu.edu Room 317C, Foster Science Office hours: MWF 8-9, 10-11, M 1:30-2:30
Text:	<i>A Corner of the Veil</i> , Laurence Cosse (trans. by Linda Asher) [Scribner, 1999] Readings Packet (on BLACKBOARD or distributed in class)	
Course Requirements:	Two in class exams	35%
	Two three/four-page essays	25%
	Two two-page essays	15%
	Several one-page responses	10%
	Class preparation and participation	15%
Attendance and Participation:	The student is expected to read the assigned material and be prepared to discuss it in class. Student involvement is very important. Attendance is <i>very important</i> since most of what occurs in class cannot be tested for. Each student will be allowed <i>two</i> absences, either excused or unexcused. <i>Each</i> subsequent unexcused absence will result in a three- point deduction from the final average.	
Exams:	Each exam will be a mixture of objective and essay questions. The objective part will mainly consist of name and concept identification and short answer. One week before the exam, students will be given possible essay questions.	
Essays:	The student will write several short essays on assigned topics; the prompts for the three/four- and two-page essays will be given at least one week ahead of the due date.	
Course Purpose and Overview:	The main purpose of the class is to help the student achieve a healthy view of the relationship between science and religion. Our approach is philosophical. We are talking <i>about</i> science, <i>about</i> religion, and <i>about</i> their relationship. We will start with the universe in its entirety (cosmology), move to evolutionary theory and life, and then specifically to consciousness and mind. Next we will look at nature and God's relationship and action with respect to both human and nonhuman parts of creation.	
Objectives: between	1 To engage the student to think critically and carefully about the relationship science and religion and to take <i>both</i> religion <i>and</i> science seriously. 2 To examine different ways of understanding the relationship between science and religion. 3 To examine different interpretations of issues in science and religion. 4 To encourage students to connect intellectual issues with the process of spiritual formation.	

(defined by geography or common interests); and larger demographic, political, economic, and cultural systems.

Through (i) and (ii) we explore the impact that cultural/societal factors have on religious beliefs and scientific theories. {5, 8, 9, 10, 12, 13, 14, 20, 21}

We delve into science as a communal activity and try to see how consensus is formed (i). {2, 3, 5, 6, 7, 10, 11, 13, 23}

- c. This course may involve the study of the interactions within and between these levels of aggregation, such as the influence of sociocultural factors on cognitive processes and emotional responses or the reciprocal influence between small groups and larger communities.

The entire course deals with a community of science and a community of common religious belief and the tensions that can and do arise. (i), (ii), (iii), and (iv) all deal with this interaction. {1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 13, 22, 23}

- d. The course may focus on the interpretation of past practices or the history of human functioning over time.

Especially through (iii) we look at the changes in our understandings of science and religion and the impact that each has had on the other and what is now our present understanding(s). {5, 6, 7, 12, 13, 22, 29}

- _. A course in the social sciences will focus on human functioning including the basic assumptions about humans, their behaviors, and the dynamics of human interaction; the relationships between humans and their physical environment; . . .

God created us as intimately connected to nature. (iii) and (iv) are important components of the course. We explore what contemporary developments in technology do to us as human beings, including the impact on our religious/spiritual life and our flourishing as human beings. {22, 24, 25, 26, 27, 28}

3. Course Content:

- a. Introduce students to a particular discipline within the social sciences, with an emphasis on its basic methods of inquiry, significant research findings, influential theories, key concepts and terminology, and the major topics common to the discipline.

The entire course is a practice in philosophical method. Analysis is applied to both the practice of science and the belief systems of religious communities. We look philosophically at theories of science ('big-bang' cosmology, evolutionary theory, cognitive science) and various religions (primarily the Judeo-Christian tradition). These are the primary emphases as far as course content is concerned. {All classes}

- b. Introduce students to a particular period of history with an emphasis on event timelines, historical biographies, and the critical debates associated with their interpretation.

Although the course is not structured chronologically, we do concentrate on two eras when the interaction between science and religion seem to be the strongest: I (1600-1850) {4, 5, 6, 8, 10} and II (1905-present) {2, 7, 9, 12, 13, 19, 29}.

Grades:	A	89.5 - 100
	B	79.5 - 89.4
	C	69.5 - 79.4
	D	59.5 - 69.4
	F	59.4 and below

Problems: The approach in this class is to be very critical; this is not an apologetics class. We will take both religion *and* science very seriously. If you are not prepared to do this, it would be best that you drop the class at this time.

This course is not a *Bible and Science* course but a *Religion and Science* course. Since we are at ACU, we will pay special attention to the *Bible* and the *Judeo-Christian* tradition.

If you have questions or comments concerning a biblical topic, please do not read long scriptures aloud in class. You may state the essence of a passage as you understand it. If you have an extended text that you think would be relevant, show it to one of the instructors outside of class and he will determine if it should be presented to the class.

DISCIPLINE AND IN-CLASS POLICIES

Conduct in Class: Questions or observations, addressed to the entire class, are encouraged during the class period. If something is unclear, the student should immediately ask for clarification. However, the student is not to be a disruptive influence in the class. The following are the penalties for disturbing the class: The second time she/he is corrected will result in an unexcused absence. The third time she/he is corrected will result in a drop of one letter grade on the final average. The fourth time she/he is corrected will result in dismissal from class with a failing grade.

Cell phones are not to go off in class! Grades will be reduced if they do. **As you enter the classroom check to see that your phone is OFF!**

Laptops or any other electrical device (iPhone, iPod, cell phone, etc.) are not to be in hand, on desk, or otherwise in use in class! If this use is discovered, you will be counted absent on the day.

Cheating: The students in this class are considered to be mature. Any student caught cheating (either receiving help or giving help) on an exam will get a zero on that exam. A second offense will result in a failing grade from the course. Students aware of cheating should let the professor know. Plagiarism is a 'no-no'!

TOPICS
PHILOSOPHY, RELIGION AND SCIENCE

The class is based on the assumption that discussion and student participation is extremely important. The course is to be a truly team-taught experience with both professors preparing for all of the classes. Some days the lead will be taken by one professor and on other days the other professor will lead. Some days there will be shared responsibilities. Some readings may be changed, added, or deleted - thus *tentative*.

CLASS DAY	TOPIC	ASSIGNMENT
1/18 [1]	Introduction to the course. What is religion? A	Read Cosse by March 10.
1/20 [2]	What is science? Fact, law, and theory. M	
1/25 [3]	What are the criteria of religious knowledge? A	Read Morris, "Cosmology and Religion"
	What are the criteria of scientific knowledge? M	through Barbour.
1/27 [4]	Discussion of the relationship between science and religion (Barbour's typology) M, A .	Read document on "Galileo and Galileo's Letters.
2/1 [5]	The Galileo Affair - An example of the relationship between science and religion. A, M	Read Morris, "Cosmology and Religion".
2/3 [6]	A brief history of Western cosmology. Contemporary philosophy of science. M	Continue Morris, "Cosmology and Religion".
2/8 [7]	Big-bang cosmology. Fine-tuning/anthropic principle - God and the new physics. M	Read Bube's "The Failure of the God-of-the-Gaps."
2/10 [8]	What makes a scientific theory un-Christian? A God-of-the-gaps.	
2/15 [9]	Science: Realism and antirealism. M Theology: Realism and antirealism. A	
2/17 [10]	Brief summary of Darwinian evolution - Dan Brannan. Br	Read "The First Seven Days".
2/22 [11]	Which is the better scientific theory - evolution or creationism? Examination of non-scientific objections to Darwin's theory. A, M	Read the Johnson and van Till dialog in <i>First Things</i> . Essay 1 due next class. Nagel reading.
2/24 [12]	Science and naturalism; P. Johnson and Howard van Till. The attack on science and naturalism. A	Essay 1 due. Read "Skepticis Prospects for Unseating Intelligent Design".
3/1 [13]	Intelligent design theory. M	Read McGinn's <i>The Mysterious Flame</i> Introduction.
3/3 [14]	The problem of consciousness. A	Read <i>A Corner of the Veil</i> .
3/8 [15]	Exam 1 - Cosmology and Religion.	Write <i>A Corner of the Veil</i> essay.
3/10 [16]	Discuss <i>A Corner of the Veil</i> . A {What if we know for <i>certain</i> that God does exist?}	Write SURPRISE TOPIC essay.

3/14-18	Spring Break	
3/22 [17]	SURPRISE TOPIC. M, A {What if we know for <i>certain</i> that God does <i>not</i> exist?}	
3/24 [18]	The <i>New Atheism</i> . A	Read Einstein on Science and Religion.
3/29 [19]	“What Can Be Said of God?” Paul Tillich and Albert Einstein. A, M	
3/31 [20]	Psychology and religion – Richard Beck. Be	Read “Freedom and Determinism”
4/5 [21]	Free will and determinism. M Response. A	Genesis 1, 2.
4/7 [22]	Theology of nature (creation) - Mark Hamilton. H	Essay 2 due next class.
4/12 [23]	Climate change – guest skeptic. GS Response. M	Essay 2 due. Read Bill Joy article.
4/14 [24]	Theology of nature and technology. M	
4/19 [25]	Theology of nature and technology {Continued}. M	
4/21 [26]	Wisdom. A	
4/26 [27]	Wilderness: Is it important? M	
4/28 [28]	What is spirituality? Problem and mystery; wisdom; creativity. A, M	Read excerpts from Kohák’s <i>The Embers and the Stars</i> .
5/2 [29]	Quantum Theory and Reality. M	
5/4 [30]	ASK US ANYTHING TIME! A, M	
	Final Exam	