

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond in Writing

Course Number PHIL 379 Philosophy, Religion, and Science or Degree Plan(s) _____

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

We would like to add PHIL 379 Philosophy, Religion, and Science to the menu for the Arts and Humanities in the University Requirements. Explanation and justification is provided in the attached application.

Indicate the requested change.

	Change to a Course	Dept./School ¹	College	Dean	TFC	UGEC	AUAC/Grad	Provost	President
1.	Title (description unchanged)	A	A	A	I	-	I	I	I
2.	Description (not affecting content)	A	A	A	I	-	I	I	I
3.	Course term(s)	A	I	A	I	-	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	-	I	A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A	-	A	A	I
6.	Course number within the hundred	A	A	I	I	-	I	I	I
7.	Course number beyond the hundred	A	A	A	A	-	A	A	I
8.	Prerequisites	A	A	A	I	-	I	I	I
9.	Course fee(s)	A	-	A	-	-	-	A	I
10.	From U to G or G to U	A	A	A	A	-	A	A	I
11.	Cross-list course	A	A	A	A	-	A	A	I
12.	Department of record	A	A	A	A	-	A	A	I
13.	Close a course	A	A	A	A	-	A	A	I
14.	New course (includes combining or splitting courses)	A	A	A	A	-	A	A	I

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	Change to the University Requirements (All Campuses)	Dept./School ¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	Faculty	President	Trustees
1.	University Requirements — Change course outcomes of an included course ²	A	A	A	—	A	—	A	—	A	—
2.	University Requirements — Add or drop a required course from the University Requirements ²	A	A	A	—	A	—	A	A	A	—
3.	University Requirements — Add or drop a course from a menu within the University Requirements ²	A	—	—	—	A	—	A	—	A	—
4.	University Requirements — Change hours within a menu in the University Requirements ²	A	A	A	—	A	—	A	A	A	—
	Change to Catalog Information (for Campus)										
1.	General Requirements for Bachelor's Degrees and Associate's Degrees	—	—	—	—	—	A	A	A	A	—
2.	Policies governing academic probation and suspension	—	—	—	—	—	A	A	A	A	—
3.	Requirements for graduating with honors	—	—	—	—	—	A	A	A	A	—
	Change to a Degree Plan Proposed by Faculty or College										
5.	Educational Program — Revise ³	A	A	A	A	—	A	A	—	A	—
6.	Educational Program — Adopt/change admission requirements	A	A	A	A	—	A	A	—	A	—
7.	Educational Program — Add ³	A	A	A	A	—	A	A	A	A	I
8.	Educational Program — Discontinue	A	A	A	A	—	A	A	A	A	I
9.	GPA — Revise program-required GPAs	A	A	A	A	—	A	A	—	A	—
10.	Minor — Revise	A	A	A	I	—	I	I	—	I	—
11.	Minor — Add	A	A	A	A	—	A	A	—	A	—
12.	Minor — Discontinue	A	A	A	A	—	A	A	—	A	—
13.	Degree — Add	A	A	A	A	—	A	A	A	A	I
14.	Degree — Discontinue	A	A	A	A	—	A	A	A	A	I
	Change to a Degree Plan Proposed By Provost										
15.	Educational Program — Discontinue	R	—	R	A	—	A	A	A	A	I
16.	Minor — Discontinue	R	—	R	A	—	A	A	—	A	—
17.	Degree — Discontinue	R	—	R	A	—	A	A	A	A	I

¹ 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.

² Courses that satisfy ACU's University Requirements will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible.

Revised 8-29-22

Department/School Chair(s)	
 Signature	9/14/22 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
_____ Signature	_____ Approval date
_____ Signature	_____ Approval date

Dean(s)	
_____ Signature	_____ Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

University General Education Council	
_____ Chair's signature	_____ Approval date

Abilene Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of Faculty Senate	_____ Approval date

President	
_____ Signature	_____ Approval date

Application for Arts and Humanities Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Arts and Humanities Description

Courses within this domain will expose students to other cultures, time periods, and points of view through a wide variety of media. Emphasis will be placed on understanding the human condition, relevance and aesthetics of rhetorical claims, interrogating one's own personal worldviews, and drawing conclusions from analysis of artifacts.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be conducted with the rubric included in this course application. See the last page of this document for explanation of disciplines that will be considered for the menu.

Subject code, course number, and title of course:	PHIL 379 – Philosophy, Religion and Science
Terms offered:	Every Spring
Catalog description:	The relationships among God, humans, and nature from the perspectives of philosophy, religion, and science.
Course prerequisites:	None
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	BIBP 379, PHYS 379
Other general education menus on which the course appears or you are applying for:	None

Description of Menu Fit

Please describe how your class fits into the Arts and Humanities Menu (200 words or less).

Philosophy is a quintessential humanities class. The main purpose of Philosophy, Religion and Science is to achieve a healthy view of the relationship between science and religion by treating both subjects seriously. We use the tools of philosophy to mediate between these two worlds especially by uncovering assumptions, critically evaluating claims, and exploring logical conclusions. We examine a broad variety of perspectives through reading assignments illustrating diverse worldviews. The class is broadly organized into 4 units: the nature of truth and knowledge; the relationship between science and scripture through creation, evolution, and cosmology; free will and the human condition; and wisdom in making sense of a complex world.

Finally, the course objectives align strongly with the Arts and Humanities criteria:

1. To engage the student to think critically and carefully about the relationship between science and religion and to take *both* of them seriously
2. To examine different ways of understanding the relationship between science and religion
3. To analyze different interpretations of issues in science and religion
4. To encourage students to connect intellectual issues with the process of spiritual formation

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student's breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

PHIL 379 has no prerequisites.

This course has been successful in attracting over 50 students each Spring from diverse areas of campus. For example, last spring's class had 52 students from 18 different majors. The questions of science and religion are relevant to all students at ACU trying to make sense of how to follow Jesus in today's world.

Relevant Outcomes

- A2: Listen to, understand, and critically evaluate rhetorical claims.
- B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.
- B2: Understand the interconnectedness of the human experience with a posture of humility while celebrating difference.
- B3: Interrogate one's internal and external views and values for greater self-awareness.
- C2: Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions.

Describe how the course meets the A2 outcome (100 words or less).

The majority of class time is spent studying the often-contradictory claims from diverse perspectives in science and religion. Every student writes two essays where they critically evaluate claims and must participate in a small-group debate to challenge and defend specific claims.

Describe how the course meets the C2 outcome (100 words or less).

This course includes about a dozen reading assignments including a short book (*A Corner of the Veil* by Laurence Cosse) where we practice understanding the author's assumptions, claims, and reasoning. We also bring in experts from various fields and specialties in science or religion to help students better understand certain views.

Describe how the course meets at least one or more of the following outcomes: B1, B2, B3 (200 words or less).

This course meets outcomes B2 and B3 by critically examining how it is possible to take both religion and science seriously. As there is no single canonical "right" answer in the Church of Christ, which eschews hierarchical authority for local autonomy and the necessarily diverse viewpoints that brings, we strive for students to better understand multiple diverse perspectives. This requires a posture of humility and the willingness to listen to the experiences of diverse authors. Along this journey students will analyze their own understanding of the relationship between science and religion to develop a robust viewpoint capable of navigating a complex world.

Outcomes assessment should occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each outcome. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
Outcome A2	First essay and debate (see prompts below)
Outcome C2	Second essay (see prompt below)
Outcome B1, B2, or B3 *note which of the 3 outcomes will be assessed	B3: second essay and debate (see prompts below)

First Essay Prompt:

Galileo makes many interesting claims in his letters. I have listed several examples below. Your job is to choose **one** of the following claims and explain whether or not you agree.

Claim 1

Galileo's primary defense is based on the justification of knowledge in observation vs scripture:

"For that reason it appears that nothing physical which sense-experience sets before our eyes, or which necessary demonstrations prove to us, ought to be called in question (much less condemned) upon the testimony of biblical passages which may have some different meaning beneath their words"

Claim 2

In the following two statements Galileo claims that the Bible *actually* says things which are quite different from (even opposite to) what its bare words signify?

"it is very pious to say and prudent to affirm that the holy Bible can never speak untruth - whenever its true meaning is understood. But I believe nobody will deny that it is often very abstruse, and may say things which are quite different from what its bare words signify."

"Now the Bible, merely to condescend to popular capacity, has not hesitated to obscure some

very important pronouncements, attributing to God himself some qualities extremely remote from (and even contrary to) His essence."

Claim 3

The Bible is often confusing, and Galileo offers an explanation for it:

"It is necessary for the Bible, in order to be accommodated to the understanding of every man, to speak many things which appear to differ from the absolute truth so far as the bare meaning of the words is concerned."

Second Essay Prompt:

In the article Dr. Paul Morris gives an overview of Ian Barbour's four ways to think of the relation of science and religion (conflict, independence, dialogue, and integration). What do you think is the proper relationship between science and religion? You may advance one of the four positions or describe a new one.

Debate Prompt:

You will be assigned a group, topic, and position to advance in class. For the purpose of this debate **it is irrelevant** whether you personally agree with the position or not. Your job is to articulate good arguments and sound reasoning. A major goal of these debates is to practice virtuous discourse. These debates should model ways to disagree respectfully and constructively discuss differences. *If you are disrespectful then you will be removed from the debate and earn a grade of zero for the assignment.*

Please use the following rubric to perform assessment each year.

Student Learning Outcome A2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Evaluate rhetorical claims	Fails to demonstrate understanding or recognition of rhetorical claims.	Demonstrates effective understanding of and ability to critique rhetorical claims.	Demonstrates keen analytical abilities and attention to detail in understanding and evaluating rhetorical claims.

Student Learning Outcome C2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Analyze data to draw conclusions	Lacks sufficient analysis of data or published writing.	Analyzes data and/or published writing in an effective manner.	Analyzes data and/or published writing in an exemplary manner.

Student Learning Outcome B (evaluate the one or more selected above)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations (B1)	Little to no engagement in discourse in global, historical, and cultural experiences of diverse populations.	Effectively presents the capacity to engage in discourse in global, historical, and cultural experiences of diverse populations.	Excellent presents the capacity to engage in discourse in global, historical, and cultural experiences of diverse populations.
Understand the interconnectedness of the human experience with a posture of humility while celebrating difference (B2)	Little to no demonstration of understanding or humility in relation to the human experience and diversity.	Effective demonstration of understanding or humility in relation to the human experience and diversity.	Exemplary demonstration of understanding or humility in relation to the human experience and diversity.
Interrogate one's internal and external views and values for greater self-awareness (B3)	Little to no interrogation of personal views and little to no movement toward self-awareness.	Effective interrogation of personal views with some attention to self-awareness.	Exemplary interrogation of personal views with an eye toward self-awareness.

Disciplines to Consider

Proposed courses should fit commonly accepted practices across disciplines. As an external indicator of what constitutes Humanities disciplines, we have consulted the American Academy

of Arts and Sciences definition, which lists the following disciplines as humanities:

- Art and music history, musicology, and the academic study of drama and cinema
- American Studies and Area Studies (e.g., Latin American Studies, Africana Studies, etc.)
- Archeology
- Communication, including media studies, but not professionalization-oriented coursework
- Cultural, Ethnic, & Gender Studies: Programs studying from an interdisciplinary perspective race, ethnic, gender, or cultural groups, such as Black studies, Hispanic studies, women's studies, gender studies.
- English Language and Literature: English, American, and Anglophone literature; general literature programs; creative writing; speech and rhetoric (does not include technical and business writing programs).
- History
- Languages & Literatures Other than English: Modern languages and literature; linguistics; classics and ancient languages; comparative literature.
- Jurisprudence: Includes philosophy of law.
- Philosophy
- Religion: Programs in the comparative, nonsectarian study of religion; studies of particular religions; history of religion; does not include programs in theology or ministry.
- Selected Interdisciplinary Studies: General humanities programs; programs in the study of a particular historical period (e.g., medieval and Renaissance studies, classical and ancient studies, holocaust studies, etc.).

The criteria team anticipates some overlap with other menus, particularly cultural literacy.

In ACU's specific institutional context, the council recognizes religion as a humanities discipline but will not consider Bible courses for the Arts and Humanities menu because of the number of hours reserved in the Bible and Theology menu for these courses in the general education requirements.

Departmental response to the above restriction of courses being placed on both the Advanced Bible menu and the Arts and Humanities menu.

While we agree with the reasons for this decision in general, we strongly feel that the BIBP courses and this course in particular should be considered as exceptions to this rule. This class is a philosophy course first, but it also speaks substantially to the spiritual formation of students who take this course. They consider topics of science and religion in a philosophical context and are also asked to integrate these ideas with their personal worldview and develop a more robust ability to explain and, if necessary, defend their views on the interactions between science and religion and how that has affected their spiritual formation. This allows this course to speak into the above Arts and Humanities learning outcomes and to also directly address the Bible outcome D3: Respond to community issues in a respectful, ethical, and faith-informed manner. The same debate assignment mentioned in the above assessments would also serve as an assessment for this outcome.

Resources:

- [American Academy of Arts & Sciences — Scope of the Humanities](#)
- [4Humanities — Five Definitions of the Humanities](#)
- [Cambridge University Press — What Are the Humanities For?](#)

PHILOSOPHY, RELIGION, AND SCIENCE

PHIL/PHYS/BIBP 379.01 - SPRING 2022

The value of an education in a liberal arts college is not the learning of many facts but the preparation of the mind to think something that cannot be learned from textbooks.

Albert Einstein

Instructors:	Frederick Aquino, PhD	Mike Daugherty, PhD
	Professor of Theology and Philosophy	Professor of Physics
	Abilene Christian University	Abilene Christian University
	X3789, aquinof@acu.edu	X5055, mike.daugherty@acu.edu
	Room 315, CBS	Room 121C, OSC
	Office hours: By appointment	Office hours: MW 8-10, TR 9:30-11

Texts: *A Corner of the Veil* by Laurence Cosse
Other readings will be posted on Canvas

Course

Overview: The main purpose of the class is to help the student achieve a healthy view of the relationship between science and religion. The goal is for the students to take *both* of them seriously. Our approach is philosophical. We are talking *about* science, *about* religion, and *about* their relationship. We think that the philosophical approach is the best way to treat the relationship.

The class will be divided into four main sections:

1. Truth: What are the criteria for knowing things? How do religion and science approach truth? What are the roles of faith and reason?
2. Science and Scripture: What do science and religion have to say about creation and evolution? What is the Bible, and how should it be used?
3. Freedom: What is the relationship between the mind and body? Are we free to choose our actions? If so, what choices should we make?

4. Wisdom: How can we talk about God, and how does that inform our understanding of nature? How should we use technology? How do we make sense of a complex world?

- Objectives:
1. To engage the student to think critically and carefully about the relationship between science and religion and to take *both* of them seriously
 2. To examine different ways of understanding the relationship between science and religion
 3. To analyze different interpretations of issues in science and religion
 4. To encourage students to connect intellectual issues with the process of spiritual formation

Grade Policy:	Class participation	10%
	Reading quizzes	30%
	Debates	20%
	Essays	40%

Participation: The student is expected to read the assigned material and be prepared to discuss it in class. Attendance is *very important* since most of what occurs in class cannot be tested for or made up afterwards. Active participation in discussion is crucial to learning in this class. However, during a time of pandemic we all have an ethical responsibility to avoid spreading disease. If you are under quarantine, experiencing symptoms, or believe you have been exposed, contact the medical clinic, your professors, and do not come to class! You must contact your professors before class to avoid any penalties.

Quizzes: Each quiz will be over the assigned reading for the day.

Essays: The student will write several essays this semester. Essay prompts and specific guidelines will be given in class. Students who plagiarize essays or commit other academic integrity violations may earn consequences including losing points or being dismissed from the course.

Debates: Each student will participate in one debate assigned by the professor. The debate will involve defending a particular claim. Specific guidelines will be given in class.

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. We, the professors, do not assume that you are from the Judeo-Christian tradition.

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. We will assume a Christian attitude in our responses to one another in class: there will be no name calling, we will respect one another's opinions when we disagree with them, no one can dominate the discussion, no one should disrupt other's opportunities to learn. 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.

Students who are overly distracted with electronic devices including phones, tablets, laptops, or headphones may be counted absent and/or lose class participation points.

Face Covering Guidelines: Abilene Christian University is committed to providing a safe educational environment for all students, faculty, and staff. Additionally, we strive to follow the model Jesus in showing care and concern for others. Students are required to follow the University face covering policy: <https://www.acu.edu/coronavirus/face-covering-guidelines/> Students must follow all University policies for COVID-19, see:

<https://www.acu.edu/coronavirus/covid-19-resources/>

Academic Integrity: Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failing to give credit to sources used in a work in an attempt to present the work as one's own, 2)

Submitting papers or projects obtained from another source (e.g., research service or club paper file) as one's own, 3) Falsifying information orally or in writing, and 4) Receiving, giving, or using unauthorized aid on an examination or quiz. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of the College of Arts and Sciences, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following this link:

<https://www.acu.edu/community/offices/administrative/office-of-the-provost/academic-integrity-policy/overview.html>

Course Schedule

WEEK	DATE	TOPIC	ASSIGNMENT DUE DATE
1	1/11	Introduction to the course (A, D)	
	1/13	What are the criteria of science? Scientific <i>realism/anti-realism</i> . (D)	
2	1/18	Epistemology, Gettier, and knowledge (A)	Q1: Gettier Problem video, Taliaferro reading
	1/20	What are the criteria of religious knowledge? (A) Theological <i>realism/anti-realism</i> . (A)	
3	1/25	DEBATE WORKSHOP Barbour's Four Categories (D)	Q2: Quinn article, God Does Not Play Dice video
	1/27	Faith and Reason (A)	
4	2/1	What is Religion? (A)	Q3: Morris article
	2/3	SNOW DAY!	
5	2/8	Debate 1 – Can We Know Truth?	
	2/10	Guest Presentation: Ancient Creation Stories (Dr. Mark Hamilton)	
6	2/15	Ancient to Medieval Cosmology (D)	Q4: Galileo document
	2/17	The Galileo Affair - An example of the relationship between science and religion (A)	
7	2/22	ESSAY WRITING WORKSHOP Big Bang Cosmology (D)	First Essay prompt
	2/24	SNOW DAY!	
8	3/1	How to speak of the divine? (A)	Q5: Origen
	3/3	Interpreting Scripture (D)	
9	3/8	God-of-the-Gaps (A)	Q6: God of the Gaps
	3/10	Debate 2 – Is Society Better With Religion?	First Essay is due
	3/15	SPRING BREAK	
	3/17		
10	3/22	Free Will and Consciousness (D)	Q7: CotV
	3/24	The Mind/Body Problem (A)	
11	3/29	Corner of the Veil (A)	Q8: CotV Second Essay prompt?
	3/31	Debate 3 – Do We Have Free Will?	
12	4/5	Ethics (A)	Q9: Free Will
	4/7	AI and Humans (D)	
13	4/12	Natural Theology (A)	Q10: Pursuing Wisdom
	4/14	Debate 4 – Does Morality Depend On Religion?	
14	4/19	Wisdom (A)	
	4/21	Easter and Hell (D)	
15	4/26	Debate 5 – Is Society Getting Better?	Second Essay Due
	4/28	ASK US ANYTHING TIME! (A, D)	Q11: The Egg