

CBM003 ADD/CHANGE FORM

UC 11489 IIF

Undergraduate Council *core code 81*
 New Course Course Change
 Core Category: WI-ID Effective Fall 2012

or
 Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2012

1. Department: RELS College: CLASS

APPROVED DEC 7 2011

2. Faculty Contact Person: Lynn Mitchell Telephone: 3-3213 Email: lemitchell@uh.edu

3. Course Information on New/Revised course:

- Instructional Area / Course Number / Long Course Title:
RELS / 3370 / The Bible and Modern Science
- Instructional Area / Course Number / Short Course Title (30 characters max.)
RELS / 3370 / THE BIBLE AND MODERN SCIENCE
- SCH: 3.00 Level: JR CIP Code: 38.0201.00 Lect Hrs: 3 Lab Hrs: 0

RECEIVED OCT 14 2011

4. Justification for adding/changing course: To meet core curriculum requirements

5. Was the proposed/revised course previously offered as a special topics course? Yes No

If Yes, please complete:

- Instructional Area / Course Number / Long Course Title:
____ / ____ / _____
- Course ID: _____ Effective Date (currently active row): _____

6. Authorized Degree Program(s): _____

- Does this course affect major/minor requirements in the College/Department? Yes No
- Does this course affect major/minor requirements in other Colleges/Departments? Yes No
- Can the course be repeated for credit? Yes No (if yes, include in course description)

7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title

RELS / 3370 / The Bible and Modern Science

- Course ID: 45197 Effective Date (currently active row): 8252008

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)

Cr: 3. (3-0). Prerequisites: ENGL 1304 or ENGL 1310. Description (30 words max.): Detailed study of the reciprocal influence of modern science and the interpretation of the Bible. Critical examination of contemporary theories of their relationship.

10. Dean's Signature: _____ Date: 10/13/11

Print/Type Name: Sarah Fishman

U N I V E R S I T Y *of* H O U S T O N

CORE CURRICULUM REQUEST FOR COURSES NEW TO THE CORE

Originating Department/College: CLASS/ Religious Studies Program

Person making request: Lynn Mitchell Telephone: 3-3213

E-mail: lemitchell@uh.edu

Dean's signature: _____ Date: 10/13/11

I. General Information:

Course number and title: RELS 3370 The Bible and Modern Science

Catalog description must be included on completed CBM 003 form and attached to this document.

Category of Core for which course is being proposed (mark only one):

- Communication
- Mathematics
- Mathematics/Reasoning (IDO)
- American History
- Government
- Humanities
- Visual/Performing Arts Critical
- Visual/Performing Arts Experiential
- Natural Sciences
- Social/Behavioral Sciences
- Writing in the Disciplines (IDO)

II. Objectives and Evaluation (respond on one or more separate sheets):

Call ext. 3-0919 for a copy of "Guidelines for Requesting and Evaluating Core Courses" or visit the website at www.uh.edu/academics/corecurriculum

- A. How does the proposed course meet the appropriate Exemplary Educational Objectives (see **Guidelines**). Attach a syllabus and supporting materials for the objectives the syllabus does not make clear.
- B. Specify the processes and procedures for evaluating course effectiveness in regard to its goals.
- C. Delineate how these evaluation results will be used to improve the course.

SVP. Effective 8/23/10. Replaces all previous forms, which may no longer be used.

- A. How does the proposed course meet the appropriate Exemplary Educational Objectives (see **Guidelines**). Attach a syllabus and supporting materials for the objectives the syllabus does not make clear.

Learning Outcomes

1. Students will have an understanding of the study of religion as an interdisciplinary academic field.
2. Students will develop understanding of the relationship between the Bible and science through critical analysis of the sacred texts, readings from selected texts from scientists, theologians, and academic researchers, and research for their writings.
3. Students will further their understanding of the subject of the relationship between the Bible and science by focusing further writing by method of critical readings of religious texts and historical analyses.
4. Writing produced throughout the course will be developed through an instructor and university writing resource services feedback process involving discussion of invention, assistance with organization, opportunity for draft revisions and editing, and finally presentation of writings via class group and/or instructor discussion.

Writing In the Disciplines

This is writing-intensive content course which fulfills a CORE requirement for a Writing in the Disciplines course (WID) and it can be counted towards minor requirements. As such, its educational objectives include:

- Read published articles informed by religious studies in order to gain knowledge of discipline specific debates and ways of writing.
- Demonstrate through your writing familiarity with key concepts and arguments developed by scholars of religion and use them to develop your own analyses and arguments through complex reasoning and critical thinking.
- Develop writing skills specific to religious studies by working through all stages of the writing process including: invention, organization, drafting, revision, editing, and presentation.
- Prepare a research paper with documentation in accordance with disciplinary standards.
- Clearly communicate your ideas in writing with organization and technical proficiency.

- B. Specify the processes and procedures for evaluating course effectiveness in regard to its goals.

- Use of evidence, experience, critical reason, and coherent argumentation will be the standards upon which all of the written work will be graded, and will be modeled and encouraged within the course itself.
- Instructor evaluations

- C. Delineate how these evaluation results will be used to improve the course

- Evaluation of papers and of final essays will serve to refine the selection of readings and amount of time spent in certain formative areas of the course.
- Instructor evaluations will serve to refine presentation style to increase the correlation between the course goals and the methods for achieving the goals.

Instructor Professor Lynn E. Mitchell, Ph.D
Office A. D. Bruce Religion Center, 113B
Telephone 713-743-3213
Email lemitchell@uh.edu

Course Objectives

- To understand how the Bible has influenced the development of science
- To understand how science has influenced Biblical interpretation
- To critically examine contemporary theories on the relationship between the Bible and science

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Textbooks

Reconciling the Bible and Science: A Primer on the Two Books of God
 Lynn Mitchell and Kirk Blackard (needed for term paper) ISBN 9781439240 090
 God & Nature: Historical Essays on the Encounter between Christianity and Science
 Edited by David C. Linberg and Ronald L. Numbers ISBN 0520056922
 Religion and Science: Historical and Contemporary Issues
 Ian G. Barbour ISBN 0060609389
 The Meaning of Creation: Genesis and Modern Science
 Conrad Hyers ISBN 0804201250
 Scientific Creationism
 Edited by Henry M. Morris ISBN 0890520032
 The Babylonian Genesis
 Alexander Heidel ISBN 0226323994
 Rocks of Ages: Science and Religion in the Fullness of Life
 Stephen Jay Gould (needed for term paper) ISBN 9780345430 090

Grading Structure

Your course grade will be calculated as follows:

| | |
|------------------------------------|-----|
| Four true/false quizzes (10% each) | 40% |
| Three reflection papers (10% each) | 30% |
| Final exam in essay format | 30% |

Reading/Viewing Assignments

- Reading/viewing assignments for each week are listed below.
- You are responsible to have completed all reading/viewing assignments prior to the viewing of corresponding lecture.

Course Requirements

- ✓ You will need stable, reliable access to the Internet.
- ✓ You will need an e-mail address. Please update PeopleSoft with your correct email address. You may be contacted by the professor through the email you have listed in PeopleSoft.
- ✓ All reflection papers will be a minimum of 1000 words. You may not use internet sources for your answers. Your answers should be taken from the lectures, textbooks, and your own brain.
- ✓ Quizzes, papers, and the final exam will need to be taken/turned in using the appropriate links from the WebCT home page.

NO LATE WORK IS EVER ACCEPTED AND NO EXTRA WILL BE GIVEN. NO EXCEPTIONS.

Crisis Management

- If you encounter any problem or difficulty during this semester, *we are here to help you.*
- Please do not drop this course without speaking with my assistant or me prior to doing so. We will work with you as much as we can.
- Please do not delay or wait if a problem does arise!

Writing Assignment

Religious studies is a deeply interdisciplinary field. Writing projects will require use of theories and methods drawn from many other departments, programs, and curricula of study. Various modes of investigation are possible—literary, historical, cultural, sociological, anthropological, etc. One significant aspect of these approaches is their tendency to contextualize religious phenomena (beliefs, rituals, etc). Every religion arises within a particular environment, which inevitably affects the development of the religion. When you explore a religion's context, seemingly mystifying aspects of the tradition often become more comprehensible (source: http://www.unc.edu/depts/wcweb/handouts/religious_studies.html).

Tips for Writing the Religion Paper

- Consider your sources.
When reading for Religion - especially when reading sources found on the Web - note whether you are using materials from experts in the practice of religion (gurus, theologians, priests, nuns), or respected scholars, employed by reputable universities. While both sources might be useful to your research, it's important to understand the source, its purpose, and its intended audience.
- Consider the current conversation.
Consulting recent editions of new work by living scholars is a good way to determine which arguments are current and salient.
- Read footnotes and endnotes.
Often footnotes and endnotes will lead you to other sources. Moreover, good scholarly editions of religious texts have substantive footnotes that will help you to better understand the passages you are working with.
- Consider your audience.
If you are writing for readers who are not experts in the field, be sure to acquaint them with all relevant background material. Always write clearly and concisely, so that your paper is a pleasure to read.
- Don't let quotations speak for themselves.
In religion, passages taken out of context can be misread. Also, because so many disputes exist over meaning, you need to make sure that you explain to your reader what a passage means in terms of your argument, and why it is relevant. As in all papers, you need to provide background for passages *before* quoting them, and you need to analyze the passage *after*.
- Remember: religious texts require special citation methods.
When citing the *Bible*, for instance, you need to cite Book, Chapter, and Verse. Familiarize yourself with the appropriate citation methods.

Source: <http://www.dartmouth.edu/~writing/materials/student/humanities/religion.shtml>

Reflection Papers:

There are three 1000-word writing assignments. The topics are listed by the week due. This assignment will be graded very strictly. To receive an A papers should be:

- at least 1000 words (normal 12 pt. font)
- properly referenced and include a bibliography
- carefully and clearly written
 - include transition sentences
 - include a clear and stated thesis or argument
 - include a discussion of that thesis or argument
 - include footnoted evidence from readings and other sources that support the paper’s thesis and argument
 - include an introduction and conclusion
 - use proper grammar and spelling (spell- and grammar- check on computers makes this much easier now).

- This paper also must demonstrate through incorporation of one or more writing style (Comparative essays, Critical readings of religious texts, Historical analyses) that you understand how your topic fits within the religious and historical context. If this part of the paper is missing, the highest grade you will be able to earn is a ‘C’.

- *Rubric*
 - Identified and related significant ideas (20 points) _____
 - Good discussion of ideas (20 points) _____
 - Insightful and reflective (20 points) _____
 - Well-written with few to no errors in spelling, punctuation, grammar (20 points) _____
 - Followed syllabus instructions (20 points) _____
- Total Points: _____

| Course Schedule | |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week One: | |
| Lectures | 1 What is the Bible? 2 What is Science? |
| Read | <u>God & Nature</u> : Introduction; William R. Shea “Galileo and the Church” <u>Religion and Science</u> : Chapters 4-6 <u>Reconciling the Bible and Science</u> : Introduction and Chapter 1 |
| Week Two: | |
| Lectures | 3 Thesis and Premises 4 Relating Science and the Bible |
| Read | <u>God & Nature</u> : “Science and the Early Church” David C. Lindberg; “Science and Theology in the Middle Ages” Edward Grant; “The Copernicans and the Churches” Robert S. Westman; “Catholicism and Early Modern Science” William B. Ashworth, Jr. |
| Due | Quiz one: Lectures 1 - 4 |
| Week Three: | |
| Lectures | 5 The Medieval World Views |
| Read | <u>God & Nature</u> “Reformation Theology and the Mechanistic Conception of Nature” Gary B. Deason; |

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|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | "Puritanism, Separatism, and Science" Charles Webster Reconciling the Bible and Science Chapter 2 |
| Week Four: | |
| Lectures | 6 The Queen of the Sciences 7 The Bible and the Reformation |
| Read | <u>Religion and Science</u> Chapter 2 <u>God & Nature</u> "The Rise of Science and the Decline of Orthodox Christianity" Richard S. Westfall; "Christianity and the Newtonian Worldview" Margaret C. Jacob; "Laplace and the Mechanistic Universe" Roger Hahn; "The Mechanistic Conception of Life" Jacques Roger <u>Reconciling the Bible and Science</u> Chapter 3 |
| Due | Quiz two: Lectures 5 - 7 |
| Week Five: | |
| Lectures | 8 Protestant Theology and the Rise of Science 9 Theology, Philosophy, Science, and the Bible |
| Read | <u>The Babylonian Genesis</u> Chapters 1 & 2 <u>The Meaning of Creation</u> Prologue and Chapters 2-6 |
| Due | Reflection paper 1 <ul style="list-style-type: none"> • What were the four discoveries of Modern Science as discussed in class lectures? Do these discoveries prove or disprove the belief in the existence of God? • What was the impact of Newtonian Science upon the view of creation and biblical interpretation? <p>[OR]</p> <ul style="list-style-type: none"> • How did Darwin's theory affect the way we view humanity and religion? • How did it destroy the Aristotelian view of the exalted man in the eyes of the so-called mainstream Christian religion? |
| Week Six: | |
| Lectures | 10 God of the Gaps 11 Adam and Gilgamesh |
| Read | <u>The Babylonian Genesis</u> Chapter 3 <u>The Meaning of Creation</u> Chapters 7 & 8 <u>Scientific Creationism</u> Forward and Chapter 1 |
| Due | Quiz three: Lectures 8 - 11 |
| Week Seven: | |
| Lectures | 12 Genesis and the Idea of History 13 What is Scientific Creationism? |
| Read | <u>God & Nature</u> "The Creationists" Ronald L. Numbers <u>The Meaning of Creation</u> Chapter 1 <u>Scientific Creationism</u> Chapters 4-6 <u>Reconciling the Bible and Science</u> Chapter 8 |

| Week Eight: | |
|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Lectures | 14 Is Science in Scientific Creationism? 15 Scientific Creationism |
| Read | <u>God & Nature</u> "The Shape and Meaning of Earth History" Martin J. S. Rudwick; "Geologists and Interpreters of Genesis in the Nineteenth Century" James R. Moore |
| Due | Quiz four: Lectures 12 - 14 |
| Week Nine: | |
| Lectures | 16 Faith and Fact 17 Baconian Science |
| Read | <u>Religion and Science</u> Chapter 3 <u>Scientific Creationism</u> Chapter 7 <u>Reconciling the Bible and Science</u> Chapter 7 |
| Due | Reflection paper 2 <ul style="list-style-type: none"> • Scientific Creationism has been discussed throughout this course. <u>*How do Scientific Creationists differ from Creationists?</u> • Throughout the course, the importance that Henry Morris has played in the Scientific Creationists' movement has been discussed. <u>*Are Morris' views valid regarding flood geology? Explain why or why not.</u> • In the book "God & Nature", Ronald Numbers' essay discusses this topic. <u>*Discuss in detail the theological ramifications that Scientific Creationist's holds.</u> <p><i>***Use the literature (Barbour, Morris, and Numbers) and the tape lecture material to answer this question.</i></p> |
| Week Ten: | |
| Lectures | 18 The Bible and Evolution 19 The Rise of Modern Science |
| Read | <u>God and Nature</u> "Christianity and the Scientific Community in the Age of Darwin" A. Hunter Dupree <u>Religion and Science</u> Chapter 8 <u>Scientific Creationism</u> Chapters 2 & 3 <u>Reconciling the Bible and Science</u> Chapter 4 |
| Due | Quiz five: Lectures 15 - 19 |
| Week Eleven: | |
| Lectures | 20 Darwin 21 The Rise of Fundamentalism |
| Read | <u>Religion and Science</u> Chapter 4 <u>Scientific Creationism</u> Chapter 8 <u>God and Nature</u> "Protestant Theology and Natural Science in the Twentieth Century" Keith E. Yandell <u>Rocks of Ages</u> "Historical Reasons for Conflict"; "Psychological Reasons for Conflict" <u>Reconciling the Bible and Science</u> Chapter 5 |
| Week Twelve: | |

| | |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Lectures | 22 The Great Debate 23 The Bible in the 20 th Century |
| Read | <u>God and Nature</u> "Modern Physics and Christian Faith" Erwin N. Hiebert <u>Religion and Science</u> Chapter 7 <u>Reconciling the Bible and Science</u> Chapter 6 |
| Due | Quiz six: Lectures 20 - 23 |
| Week Thirteen: | |
| Lectures | 24 Biblical Interpretation 25 The God of Science |
| Read | <u>Religion and Science</u> Chapters 11 & 12 |
| Due | Reflection paper 3 <ul style="list-style-type: none"> • How did Darwin's theory affect the way we view humanity and religion? • How did it destroy the Aristotelian view of the exalted man in the eyes of the so-called mainstream Christian religion? [OR] <ul style="list-style-type: none"> • Discuss the two accounts of creation in Genesis Chapters 1 and 2. What do they mean? • What does Conrad Hyers say about them in his book "The Meaning of CREATION"? |
| Week Fourteen: | |
| Lectures | 26 The Bible, Science, and the U.S. Constitution 27 Student Debate |
| No quizzes or papers! | Enjoy! (Please note that questions taken from lectures 24 – 29 WILL be on the final exam.) |
| Week 15: | |
| Lectures | 28 Design Movement 29 Final Considerations, "NOMA" |
| Read | <u>Religion and Science</u> Chapters 9 & 10 <u>Rocks of Ages</u> "The Problem Stated"; "The Problem Resolved in Principle" <u>Reconciling the Bible and Science</u> Chapter 10 and Part II, Chapters 11-15 |
| Due | List of terms due 12:00pm December 2 |
| Week 16 & 17: | |
| Final Exam | Available.... |