

VC 11844 12F ✓

CBM003 ADD/CHANGE FORM

APPROVED MAR 27 2013

<input checked="" type="checkbox"/> Undergraduate Council <input type="checkbox"/> New Course <input checked="" type="checkbox"/> Course Change Core Category: <u>WI-ID</u> Effective Fall <u>2014</u>	or	Graduate/Professional Studies Council <input type="checkbox"/> New Course <input type="checkbox"/> Course Change Effective Fall <u>2014</u>
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1. Department: RELS College: CLASS
2. Faculty Contact Person: Lois Zamora Telephone: 3-3781 Email: lzamora@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
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): RELS
 - 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. The same assignment will be used to assess all noted competency areas.
10. Dean's Signature: _____ Date: _____
Print/Type Name: Sarah Fishman

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: Comparative Cultural Studies, CLASS

Person Making Request; Lois Zamora

Telephone: 33781

Email: lzamora@uh.edu

Dean's Signature: _____

Date: September 10, 2012

Course Number and Title: RELS 3370: Bible and Modern Science

Please attach in separate documents:

☒ Completed CBM003 Add/Change Form with Catalog Description

☒ Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

- 1) Students will have an understanding of the study of religion as an interdisciplinary academic field;
- 2) Students will develop an understanding of the relationship between the Bible and science through critical analysis of sacred texts, readings from selected texts by scientists, theologians, academic researchers, and research for their writings;
- 3) Students will further their understanding 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.

Component Area for which the course is being proposed (check one):

☐ Communication

☐ American History

Science	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Government/Political
	<input checked="" type="checkbox"/> Language, Philosophy, & Culture	<input type="checkbox"/> Social & Behavioral Science
	<input type="checkbox"/> Creative Arts	WID X Component Area Option
	<input type="checkbox"/> Life & Physical Sciences	

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

<input checked="" type="checkbox"/> Critical Thinking	Teamwork
<input checked="" type="checkbox"/> Communication Skills	<input checked="" type="checkbox"/> Social Responsibility
<input type="checkbox"/> Empirical & Quantitative Skills	<input checked="" type="checkbox"/> Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Because this course will serve as a WID Component Area Option, students will focus on developing on critical thinking skills through writing. They will read published articles and books informed by religious studies in order to gain knowledge of discipline specific debates and ways of writing, and then demonstrate through writing a familiarity with key concepts and arguments developed by scholars of religions.

Assessment: Three "reflection papers" are required (see attached syllabus). For example, Reflection #1 asks students to select from four questions involving the relations of science and religion, engage the material in the lectures and readings, propose a thesis (or hypothesis) with respect to the question, and argue both sides of his/her thesis (or hypothesis.) Each of the writing assignments requires that students analyze the selected question from several perspectives and conclude with a statement weighing the social, political, and human consequences of each position.

Communication Skills:

same assign

Students will develop communication skills specific to religious studies by working through all stages of the writing process: Invention, organization, drafting, revision, editing, and presentation.

Empirical & Quantitative Skills:

[Click here to enter text.](#)

Teamwork:

[Click here to enter text.](#)

Social Responsibility:

same assign

The issues raised in this course necessarily address the nature of social responsibility. Religious studies has as a core value the consideration of communal interactions in the context of religious belief systems. This course looks specifically at the sometimes competing, sometimes complementary responsibilities of religion and science. Both are belief systems, and it is the multiple relations of these systems that students in this course are asked to engage, discuss, and understand.

Personal Responsibility:

same assign

The fundamental concern of Religious Studies as an academic discipline is the responsibility of the human person for him/herself and for his/her community (local, national, global). The intersection of science and religion raises questions of medical, biological, environmental, and political import, so this is course is particularly oriented toward questions of personal responsibility in these areas.

Will the syllabus vary across multiple section of the course? ☐ Yes ☒ No


If yes, list the assignments that will be constant across sections:

Click here to enter text.

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: _____

 Rey Trevino for Lynn Mitchell

RELS 3370 The Bible & Modern Science

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

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.
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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.

For this Writing in the Disciplines course, the writing assignments will teach students to use the shared writing conventions, practices and methods of citation of Religious Studies.

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

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Edited by Henry M. Morris ISBN 0890520032

The Babylonian Genesis

Alexander Heidel ISBN 0226323994

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Alexander Heidel ISBN 0226323994

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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	God & Nature: Introduction; William R. Shea "Galileo and the Church" Religion and Science: Chapters 4-6 Reconciling the Bible and Science: Introduction and Chapter 1
Week Two:	
Lectures	3 Thesis and Premises 4 Relating Science and the Bible
Read	God & Nature: "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	God & Nature "Reformation Theology and the Mechanistic Conception of Nature" Gary B. Deason;

	"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	Religion and Science Chapter 2 God & Nature "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 Reconciling the Bible and Science 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	The Babylonian Genesis Chapters 1 & 2 The Meaning of Creation 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? [OR] <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	The Babylonian Genesis Chapter 3 The Meaning of Creation Chapters 7 & 8 Scientific Creationism 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	God & Nature "The Creationists" Ronald L. Numbers The Meaning of Creation Chapter 1 Scientific Creationism Chapters 4-6 Reconciling the Bible and Science 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>***Use the literature (Barbour, Morris, and Numbers) and the tape lecture material to answer this question.</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 Rocks of Ages "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....

UC 11844 12F

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RECEIVED OCT 12 2012

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

5. Was the proposed/revised course new?
If Yes, please complete:

☐ Yes ☒ No

- Instructional Area / Course Number / Long Course Title:
____/____/____
- Course ID: _____ Effective Date: _____

Add that same assignment will

6. Authorized Degree Program:
• Does this course affect:
• Does this course affect:
• Can the course be repeated?

? ☐ Yes ☒ No
ents? ☐ Yes ☒ No
(in course description)

be used for assessment in all categories

7. Grade Option: Letter (A, B)
match item 3, above.)

Note: Lect/Lab info. must

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information from

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: 10/5/12

Print/Type Name: Sarah Fishman

RELS 3370 The Bible & Modern Science

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

Learning Outcomes

1. Students will have an understanding of the study of religion as an interdisciplinary academic field.
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- 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.
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- ✓ 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;

	"Puritanism, Separatism, and Science" Charles Webster <u>Reconciling the Bible and Science</u> 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. *How do Scientific Creationists differ from Creationists? Throughout the course, the importance that Henry Morris has played in the Scientific Creationists' movement has been discussed. *Are Morris' views valid regarding flood geology? Explain why or why not. In the book "God & Nature", Ronald Numbers' essay discusses this topic. *Discuss in detail the theological ramifications that Scientific Creationist's holds. <p>***Use the literature (Barbour, Morris, and Numbers) and the tape lecture material to answer this question.</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....