FD '00

Science and Theology
PH 480 Fall 2000
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Course Description
Designed as a special topic the course aims to educating the student in the models of interaction between science and theology. Historically there have been four such models. The first one is that of irreconcilable conflict between the two. The second model is one of coexistence of the two ways of discoursing only because they are entirely different. The third is one of dialogue in which science and religion recognizes some similarities in their approaches. The forth is that of integration or science and theology becoming one discipline.

Objectives
1. Distinguish the methods of science and religion.
2. Identify the issues in science and religion debates.
3. Explain the features of the scientific view of nature.
4. Model the interaction between science and theology.
5. Discuss the implications of religious pluralism.
6. Explain the ethical implications of world religions.
7. Evaluate the contributions of philosophy of science.
8. Evaluate the contributions of philosophy of religion.
9. Demonstrate the role of models and analogies.
10. Critically evaluate some current authors.

How the objectives relate to the catalog description
This is a new experimental course and has no catalog description. But the following is the general background for the discussions. In discussing the historical context of the relation between science and theology we shall see how Galileo and Newton struggled against Aristotelian presuppositions. The 18th century witnessed efforts to construct a mechanistic universe with a rational God. But the romanticists reacted against this rationalism. Religious opposition to Darwin's views about evolution appears to be strong. This controversy receives more interest now than the traditional one between religion and astronomy.

Method of Instruction
There will be a total of 42 meetings of 50 minutes each. The last two meetings will be set apart for evaluation, assessment and final review. The remaining 40 meetings will be used to present the 10 objectives. Each objective will be achieved through 4 meetings. In the first meeting, the basic *concepts* pertaining to that objective will be identified defined and discussed. In the second meeting, In the second meeting, the student will *learn* the application of the concepts by coordinating them with the readings from philosophers, In the third meeting the students will engage in collaborative learning by working with one another to produce examples of writing. Individual attention will be paid to students requiring such attention. In the fourth meeting the students will take a test which will assess their competence in the skill the particular objective-module defines.

How the course relates to the Marianist Values
The characteristics of Marianist Universities as stated in the *Characteristics of Marianist Universities* are:
1. Education for formation of faith.
2. Excellence in education.
3. Educate in family spirit.
4. Educate for service, justice and peace.
5. Educate for adoption and change.

The course tries to build Marianist values into the very teaching. Thus in discussing the powers of reason and logic, the student is always alerted to the limits of rationality. The second characteristic of excellence in

education is the very reason for offering a course such as critical thinking. It teaches the students how to argue for what they believe in and not jut state their beliefs. Family spirit is always fostered by making students work collaboratively. Reminding students that they are to use their critical thinking skills to help others fosters justice and peace as ideals of conduct constitutes the service orientation built into the course. Also such skills are what are needed for the students to adapt to the social changes that they are likely to face in their work and life.

Texts

- Ian G. Barbour, *Religion and Science: Historical and Contemporary Issues.* Sanfrancisco: Harper, 1990

Recommended further reading

- Alister McGrath, *Science and Religion: An Introduction* (Oxford: Blackwell 1999)
- John A. Moore, *Science as a way of Knowing: The Foundations of Modern Biology* (Massachusetts: Harvard University Press, 1993)
- Martin Curd and J. A. Couer, Philosophy of Science (New York: Norton 1998)
- Ian Barbour, *When Science Meets Religion* (Harper SanFrancisco 2000)
- John Brooke, *Science and Religion: Some Historical Perspectives* (Cambridge: Cambridge University Press)
- McClellan and Dorn, Science and Technology in World History Baltimore: The Johns Hopkins University Press 1999)

Suggested Reference

- Edward Craig, ed., *Routledge Encyclopedia of Philosophy.* (London, Routledge, 1998)
- David Ford, *The Modern Theologians: An Introduction to Christian Theology in the Twentieth Century* (Oxford: Blackwell 1997)

Requirements

Attendance	100 points
Participation	100 points
Module tests	500 points
Mid-Term	150 points
Final	150 points
Optional projects	500 points

Grading

900-1000 points	=	A
800-899 points	=	B
700-799 points	=	C
600=699 points	=	D
Below 600 points	=	F

Schedule

Module	Objective	Concepts	Learning	Tutorial	Test
1	The methods of science and religion.	8/28	8/30	9/1	9/6
2	Issues in science and religion.	9/8	9/11	9/13	9/15
3	Features of the scientific view of nature.	9/18	9/20	9/22	9/25
4	Models of interaction.	9/27	9/29	10/2	10/4
5	Implications of religious pluralism.	10/6	10/11	10/13	10/16
6	Ethical implications of religious doctrines.	10/18	10/20	10/23	10/25
7	Philosophy of science.	10/27	10/30	11/1	11/3
8	Philosophy of religion.	11/6	11/8	11/10	11/13
9	Role of models and analogies.	11/15	11/17	11/20	11/22
10	Some contemporary models of dialogue.	11/27	11/29	12/1	12/4