

SCIENCE AND RELIGION

Course Number: PHIL 4053:

Institution: University of Chicago

Instructor: Jack R. Sibley

READING AND ASSIGNMENT SCHEDULE

July 14 Introduction, Orientation, History and Intent of the Course

15 Religion and the History of Science 3-29

The Medieval World-Drama

Galileo's "Two New Sciences"

Physics and Metaphysics in the Seventeenth Century

The Newtonian World-Machine

Religion and the Rise of Science

Notebook Assignment:

Methods in Scientific & Religious Inquiry--Holmes

16 Nature and God in the Eighteenth Century 33-47

The Age of Reason

The Romantic Reaction

Philosophical Responses

Scientific Empiricism and Religious Agnosticism

Science and Religion as Separate Realms

Notebook Assignment:

Religion and Science--Whitehead

20 Biology & Theology in the Nineteenth Century 49-74

Darwin and Natural Selection

Theological Issues in Evolution

Diverging Currents in Theology and Religion

Traditionalist Responses to Evolution

Naturalistic Philosophies of Education

Notebook Assignment:

Is Reason Enough?--Wolterstorff

21 **PAPER PRESENTATIONS:** The Assignment for Week One is a paper on the subject of: What is your present understanding of the relation in this culture of Science and Religion, and what precisely would you suggest for their future association? [Remember, the strength of the critique of a subject comes in the significance of the conclusions you draw!]

22 Religion and the Methods of Science 77-103

Scientific Materialism

Biblical Literalism

Ways of Relating Science and Religion

Contrasting Methods

Differing Languages

Notebook Assignment:

Stories: Understanding Myth

23 Models and Paradigms 106-134

The Structure of Science and Religion

The Role of Models

Tentativeness and Commitment

The Role of Paradigms

Revelation, Faith, and Reason

Notebook Assignment:

Chemical Systems and Chemical Evolution--Schaffner

27 Similarities and Differences 137-179

Objectivity and Relativism

Religious Pluralism

Religion and the Theories of Science

Quantum Theory

Relativity

Notebook Assignment:

The Insights and Oversights of Molecular Genetics--Beatty

28 Physics and Metaphysics 181-204

Order and Complexity

Metaphysical Implications

Astronomy and Creation

The Big Bang

Cosmogonies

Notebook Assignment:

Creation Science: The Ultimate Fraud--Ruse

29 **PAPER PRESENTATIONS:** The Assignment for Week Two is a paper on the subject: What did the Church mean by the doctrine (teaching) of the Trinity, and how might this assist one to explicate what such a doctrine was intent to say about the doctrine of God? [Remember, the strength of such a critique comes in the significance of the conclusions you draw]

30 Design, Chance and Necessity 204-227

Theological Implications

The Significance of Humanity

Evolution and Continuing Creation

The Modern Synthesis

DNA and the Origin of Life

Notebook Assignment:

Creation and Evolution: Theological Issues--Barbour

Aug 3 A Hierarchy of Levels 230-258

Levels, Emergence, and Wholes

Conflict, Independence, and Dialogue

Philosophical and Theological Reflections

Biology and Human Nature

The Status of Mind

Notebook Assignment:

A Potent Universe--Polkinghorne

4 Religion and Human Nature 263-287

The Evolution of Religion

The Human Future

Process Thought

Medieval and Newtonian Views

The New View of Nature

Notebook Assignment:

God Reveals Self in the Astronomical and in the Infinitesimal--

Templeton and Herrmann

5 **PAPER PRESENTATIONS:** The Assignment for Week Three is a paper on the subject: What type (or model) of Theology seems to you to be most adequate and defensible, and why? Be candid. [Remember, the strength of such a critique comes in the conclusions you draw]

6 A Multilevel Universe 290-309

Process Philosophy

Process Theology

God and Nature

God's Action in the World

The Problem of Suffering and Evil

Notebook Assignment:

The Origin of the Universe in Science and Religion--Stoeger

10 Classical Theism 309-318

The Monarchical Model

Primary and Secondary Causes

Some Alternatives

God as Determiner of Indeterminacy's

God as Communicator of Information

Notebook Assignment:

The Universe is Ultimately to be Explained in Terms of Metacosmic Reality--Smith

11 God's Self Limitation 318-333

God as Agent

The World as God's Body

Process Theism

God as Creative Participant

Problems in Process Theology

Notebook Assignment:

Natural Theology & Empirical Theology--Willard and Gilkey

12 **PAPER PRESENTATIONS:** The Assignment for Week Four is a paper on the subject: Which of the Christologies appears to you to be most adequate and defensible, why, and how might the knowing that there are numerous Christologies in the Christian Scriptures (at least six) assist a person in the teaching of religious tolerance? [Remember, the strength of the critique of a subject comes in the significance of the conclusions you draw]

Aug 13 **FINAL EXAM:**

Will consist of a discussion of the following works:

The Logic of Panentheism--Hartshorne

Three Models of Faith--Kellenberger

The Dynamics of Faith--Tillich

The Need for Decision: A Faith of One's Own--Magee

Professor: Jack R. Sibley, Ph.D., The University of Chicago

Office Hours MW 7:15-- 8:45 AM

TTH 7:15-10:15 AM

Or by Appointment.

NOTICE TO THE STUDENT: If you for any reason, are having difficulties in your course work; having your work schedule changed; or problems have arisen for you unexpectedly, Please, Please check with the professor to see if there is not something which can be worked out in the way of independent study (before you come to a position of thinking you must drop or fail the course). Some means might be worked out to permit you to overcome your problem(s) and thus remain in and succeed in the course.

Remember also there is an absence policy correlative with the course which will permit the student to make-up absences--assuming they are not "too" numerous--so there is not sufficient reason for this to become a problem for any student. Again, Please work with the professor in order that you will gain the most from the course and from your overall

educational experience at the University. This is what You, your Professor, and the University want.

“Man’s concern about a meaning of life is the truest expression of the state of being human.” -----Victor Frankl