Science and Religion
IDSEM 1514
Fall 2014

Mon-Wed 11-12:15
1 Washington Place, Room 527

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In this course, we will examine the complex interactions between science and religion through a series of case studies. While most popular presentations of science and religion often descend into simplistic models of conflict (the secular nature of modern science and its repeated conflicts with religion) or cooperation/co-existence (science and religion each have clearly defined domains), we hope to explore a wider variety of relationships. Moving beyond claims of superiority or mutual isolation, we will consider the complicated negotiation of boundaries and proper authority between science and religion.

This can be a contentious subject. The goal, however, is to construct an impartial, historical understanding. We will consider at some length exactly what this means, but, briefly, it means that we must look at a set of ideas from a historical figure’s own viewpoint. That will provide the basis for broad generalizations about the past and, eventually, a deeper understanding of the present.

Goals
• Draw on historical resources to contextualize claims about science and religion.
• Develop analytical reading skills and apply them critically to a wide variety of primary and secondary sources.
• Discuss and critique various approaches to studying science and religion as exemplified by the readings
• Improve and develop writing skills

The class is structured around five major units. Each unit will end with an in-class debate. Everyone will be assigned a side in the debates, and will also write an individual short assessment (4 pages) of the evidence for and argument of each party in the debate.

Everyone will be required to post a brief response to each day’s reading on the web discussion forum. The response should be about a paragraph, and can consist of your thoughts on the material, questions you have, or issues you would like to discuss. These posts must be made by 10am on each day class meets and will be used to help frame our class discussions.
A final project will be due at the end of the course, on a topic of your choice relating to the themes of the class. The default form of the final project is a research paper (12-15 pages), but I am open to other ideas. In the past students have written short stories, performed songs, investigated field sites anthropologically, and authored plays. Any project that involves outside research, has an argument, and displays intellectual rigor is acceptable.

The course grade will be determined as follows:
- Debate papers: 10% (each)
- Forum responses: 10% (combined)
- Final project: 15%
- Project proposal: 5%
- Class participation (including debates): 20%

It is expected that you know how to write clearly. Everything you write for this class should have an argument, a thesis statement, and sources cited with quotations marks and footnotes. If you are not confident in your ability to do these things, contact me right away.

As a Gallatin student you belong to an interdisciplinary community of artists and scholars who value honest and open intellectual inquiry. This relationship depends on mutual respect, responsibility, and integrity. Failure to uphold these values will be subject to severe sanction in accordance with the Student Discipline Rules of the Gallatin School of Individualized Study. Familiarize yourself with Gallatin's academic integrity and plagiarism policies at http://gallatin.nyu.edu/academics/policies/integrity.html

Late policy: Late assignments will lose a full letter grade for every 24 hours they are late. Assignments five days late will not be accepted.

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me soon.

We will be using these books, all available at the bookstore:
- Maurice Finocchiaro, *The Galileo Affair: A Documentary History*
- Gary Ferngren, ed., *Science and Religion: A Historical Introduction*
- Edward J. Larson, *Summer for the Gods: The Scopes Trial and America's Continuing Debate over Science and Religion*
- Bible (any version)

The majority of the readings are in the course reader. On the syllabus, reading assignments in the reader are marked (R).
Class Schedule:

Sept  3           Introduction to the Class

Unit 1: Galileo and Thinking Historically

Sept  8           Background to Galileo (Ferngren, Chs. 3, 4, Augustine (R), Ptolemy (R))
10    Galileo I (Ferngren, Ch. 7, pp. 105-113; Joshua 10:12; Ecclesiastes 1:4-6; Psalm 19; Galileo’s Letter to the Grand Duchess, Finocchiaro, 87-118)
15    Galileo II (Galileo on the Tides, in Finocchiaro 119-133)
22    Debate: Galileo’s Trial

Debate Assessment Due.

Unit 2: God and Nature

Sept  24          William Paley (Ferngren Chs. 13 and 15; Paley (R))
29    Hume (Ferngren 168-9; Hume, *Dialogues on Natural Religion* (R))
Oct  1            Turn to the East (Capra, *The Tao of Physics* (R))
6     Newton vs. Liebniz (Leibinz-Clarke correspondence (R); Ferngren Ch. 12 and pp. 163-168 and 234-238)
8     Materialism (Tyndall’s Belfast Address, (R))
13    Fall break
15    Debate: God and Nature.

Debate Assessment Due.

Unit 3: Evolution and religion

Oct  20          An Old Earth (Ferngren Ch. 14; Genesis 1-3; Chambers, *Vestiges* (handout))
22    Darwin (Ferngren Ch. 16, 17; Darwin, selection from *Origin of Species* (R), Darwin, “Religious Belief” (R), Wilberforce and Sedgwick (R))
27    Evolution and Man (Wallace, “Limits” (R); Darwin, *Descent of Man* (R))
29    Christian Darwinism (Mivart, “On the Genesis of Species” (R); Asa Gray, “Compatibility of evolution and religion,” (R); Powell, "Validation of religion," (R); McCosh, “Religious Aspects” (R))
Nov  3           Evolution of religion (“This is your brain on God” (R); *The God Gene* (R))

5     Debate: Evolution and religion

Debate Assessment Due.
Unit 4: The roles of science and religion

Nov 10   The Battlefield of Science and Religion (Huxley, “Orthodoxy scotched if not slain,” (R); Huxley, "Science and church policy” (R); A.D. White, “History of the warfare of science with theology” (R))
12   Fundamentalism (James Orr, “Holy Scripture and Modern Negations” (R); and Larson (chs.2, 3, 4)
17   The Scopes Monkey Trial (Larson (chs. 5, 7, 9; skim 6 and 8)

Project proposal due.

19   Creation science and Intelligent Design (Morris, “Scientific creationism” (R); Behe “Molecular machines” (R); Fergren Ch. 21)
24   Liberal religion and science (Fosdick, "Shall the fundamentalists win?" (R); Einstein (R); Raymo (R))
26   Debate: Roles of Science and Religion.

Debate Assessment Due.

Thanksgiving Break

Unit 5: The Nature of Life

Dec 1   Descartes (Descartes’ Discourse and Treatise on Man (R); Ferngren Ch. 11)
3   Disease, healing, and prayer (Robertson, “Thanksgiving Day” (R); Stannard, The God Experiment (R); “Can Prayer Heal?” New York Times (R))
8   The anthropic principle and life in the universe (Will, “The Gospel from Science” (R); Davies, The Accidental Universe (R); Consolmagno, "Would you baptize an extraterrestrial?" (R); Ferngren Ch 24)
10   Ecotheology (White, "The Historical Roots of Our Ecological Crisis"; Excerpts from Moore, ed., "Moral Ground" (R); Ferngren Ch 24)

Final exam date: Debate: Nature of life

Debate assessment due.