

Issues in Science and Religion (TMM2721)

Module Level:	5
Module Credit Value:	20
Pre-requisites:	None
Co-requisites:	None
Excluded Combination Modules:	TMM2237 – Sustaining the World: Christian Faith and the Environment TMM2661 – Science, Ecology and Theology
Aims:	<p>To enable students to understand how the science-religion debate has evolved since the mid-twentieth century</p> <p>To equip students with the skills necessary to evaluate the critiques of Christian truth-claims arising from the science of the ‘new atheists’</p> <p>To examine one or more case-studies of the current interaction of science with Christian theology</p>
Content:	<p>The development of the science-religion debate from the mid-twentieth century, considering the positions of authors such as Barbour, Peacocke, Polkinghorne, Drees, Stenmark and McLeish.</p> <p>An evaluation of the scientific critiques of Christian truth-claims in the work of the ‘new atheists’, including recent rejections of the ‘conflict hypothesis’ (e.g. from Straine and Moritz).</p> <p>An evaluation of one or more specific case-studies of the contemporary interaction of science with theology. Examples might include the debate in Big Bang cosmology, science and divine action, the question of evolutionary theodicy, the question of the existence of the soul and of free will.</p>

Learning Outcomes:

On completing this module students will be able to:

Subject Knowledge [SSK 2]

give a detailed account of themes in the unfolding interaction between theology and the natural sciences;

describe and evaluate various critiques of Christian truth-claims in the science of the new atheists;

give a detailed account of one example of the contemporary interaction between the natural science and Christian theology;

Subject Skills [SSS 3]

draw on key aspects of scientific and theological positions to begin developing a critical analysis of the interaction between the two types of discipline;

reflect critically on the unfolding understanding of that interaction, illustrated by a case-study;

Key Skills (KS 1-3)

identify, gather, analyse and evaluate textual source materials for a range of purposes, and communicate their findings with clarity and fairness;

undertake a critical analysis of information and arguments, communicating these effectively, showing critical awareness of their own beliefs, commitments and prejudices;

take responsibility for a task that involves independent inquiry; the management of time, resources and use of IT; meeting deadlines, evaluating the task and learning from it.

Modes of Teaching and Learning:

Teaching methods to be specified by each TEI, using the 'Guidelines for Modes of Teaching and Learning'.

Learning Hours:

Learning hours to be specified by each TEI using the 'Guidelines for Learning Hours'.

Formative Assessment:

Formative assessment to be specified by each TEI in line with the published guidelines on formative assessment.

Summative Assessment:

Summative assessment to be specified by each TEI using the published guidance on assessment patterns for undergraduate modules.

Indicative Reading:

Indicative reading to be specified by each TEI in line with the published guidelines on creating bibliographies for undergraduate modules.