

SOUTHWESTERN

BAPTIST THEOLOGICAL SEMINARY

What you believe to be true will control you whether it's true or not.
–Jeremy LaBorde

Course Title: PHILO 7534; Christian Faith, Knowledge, and Science
Class Dates and Time: WF, 2:15 PM – 4:15 PM
Room: TBA
Professor: William A. Dembski

COURSE DESCRIPTION An examination of the key approaches to epistemology, with special reference to the knowledge of God. Modern scientific method and theory will be examined, with attention to issues which impact the Christian faith (such as cosmology, creation, and miracles). Four hours.

COURSE GOALS This seminar attempts to make sense of the scientific enterprise in light of the Christian Faith. Of special interest here is the use to which science has been put in undermining the Christian faith by furthering a materialistic worldview.

STUDENT LEARNING OUTCOMES In this course the student will:

- Achieve proficiency in thinking, speaking, and writing effectively and professionally within a Christian worldview on the role of science in relation to Christian faith.
- Be able to summarize the main scientific challenges to the Christian faith.
- Achieve a basic understanding of the history and philosophy of science.

COURSE TEXTS

Required

- [JW] John G. West, *Darwin Day in America: How Our Politics and Culture Have Been Dehumanized in the Name of Science* (Wilmington, Dela.: ISI Books, 2007).
- [GF] Gary Ferngren, *Science and Religion: A Historical Introduction* (Baltimore: Johns Hopkins University Press, 2002).
- [TK] Thomas S. Kuhn, *The Structure of Scientific Revolutions*, 3rd ed. (Chicago: University of Chicago Press, 1996).
- [SB] Stephen M. Barr, *Modern Physics and Ancient Faith* (Notre Dame: University of Notre Dame Press, 2003).
- [DR] Dean Radin, *The Conscious Universe* (San Francisco: Harper, 1997).
- [B-O] Mario Beauregard and Denyse O'Leary, *The Spiritual Brain: A Neuroscientist's Case fo the Existence of the Soul* (New York: HarperOne, 2007).

Recommended

William A. Dembski and Michael Ruse, *Debating Design: From Darwin to DNA* (Cambridge: Cambridge University Press, 2004).

Jeffrey M. Schwartz and Sharon Begley, *The Mind and the Brain: Neuroplasticity and the Power of Mental Force* (New York: HarperCollins, 2002).

COURSE REQUIREMENTS

- (1) Active participation in class discussions — 20 percent.
- (2) 1,500- to 2,000-word critical review along with leading a class discussion based on it — 30 percent. Due at time of presentation.
- (3) 6,000- to 8,000-word research paper — 50 percent. The paper can be on a topic of your choice, but it must be relevant to this course and argue a thesis. The word count excludes notes and bibliography. The paper needs to follow a consistent style and provide full references. Due last day of class.
- (4) Single-page executive summary of YOU (with embedded picture) — minus 5 percent if not handed in. Due second week of class.

GRADES

Grades will be determined by the following scale: 100-98 (A+); 97-93 = A; 92-90 (A-); 89-88 (B+); 87-83 (B); 82-80 (B-); 79-78 (C+); 77-73 (C); 72-70 (C-); 69-68 (D+); 67-63 (D); 62-60 (D-); Below 60 = F.

ACADEMIC INTEGRITY

Plagiarism is the misrepresentation of another's work as one's own. When the professor concludes that a student has plagiarized an assignment, the student will receive the grade of zero for the assignment, and the office of the Vice President for Student Affairs will be notified about the incident. The same actions apply to other acts of academic dishonesty such as cheating on examinations (see Ethical Conduct section in SWBTS catalog).

SPECIAL NEEDS

Individuals with documented impairments who may need special circumstances for exams, classroom participation, or assignments should contact the instructor at the beginning of the semester in order for special arrangements to be considered.

CLASS SCHEDULE

- (1) JW, chs. 1-9

NOTE: (1) needs to be read before the first class meeting.

- (2) JW, chs. 10-end
- (3) GF, chs. 1-15
- (4) GF, chs. 16-30
- (5) TK, chs. 1-8
- (6) TK, chs. 9-13 plus postscript
- (7) SB, pts 1 & 2
- (8) SB, pts. 3 & 4
- (9) SB, pt. 5 & appendices
- (10) DR, chs. 1-9
- (11) DR, chs. 10-end
- (12) B-O, chs. 1-4
- (13) B-O, chs. 5-7
- (14) B-O, chs. 8-10

COURSE BIBLIOGRAPHY

- Hans Christian von Baeyer, *Information: The New Language of Science* (Cambridge, Mass.: Harvard University Press, 2003)
- Richard F. Carlson, ed., *Science & Christianity: Four Views* (Downers Grove, Ill.: InterVarsity, 2000).
- Philip Clayton, ed., *The Oxford Handbook of Religion and Science* (Oxford: Oxford University Press, 2006).
- Francis S. Collins, *The Language of God: A Scientist Presents Evidence for Belief* (New York: Free Press, 2006).
- Martin Curd & J.A. Cover, eds., *Philosophy of Science: The Central Issues* (New York: W.W. Norton, 1998).
- Antony Flew and Roy Varghese, *There Is a God: How the World's Most Notorious Atheist Changed His Mind* (New York: HarperOne, 2007)
- Guillermo Gonzalez and Jay W. Richards, *The Privileged Planet: How Our Place in the Cosmos Is Designed for Discovery* (Washington, DC: Regnery, 2004).
- Stephen Jay Gould, *Rocks of Ages: Science and Religion in the Fullness of Life* (New York: Ballantine, 1999).
- Phillip E. Johnson, *Reason in the Balance: The Case Against Naturalism in Science, Law, and Education* (Downers Grove, Ill.: InterVarsity, 1995).
- Karel Lambert, *An Introduction to the Philosophy of Science*, 4th edition (Atascadero, Calif.: Ridgeview, 1992):
- John C. Lennox, *God's Undertaker: Has Science Buried God?* (Oxford: Lion Hudson, 2007).
- Peter Machamer and Michael Silberstein, eds., *The Blackwell Guide to the Philosophy of Science* (Oxford: Blackwell, 2002).
- J. P. Moreland and William Lane Craig, *Philosophical Foundations for a Christian Worldview* (Downers Grove, Ill.: InterVarsity, 2003).
- W. H. Newton-Smith, ed., *A Companion to the Philosophy of Science* (Oxford: Blackwell 2001):
- Samir Okasha, *Philosophy of Science: A Very Short Introduction* (Oxford: Oxford University Press, 2002).
- Alex Rosenberg, *Philosophy of Science: A Contemporary Introduction*, 2nd ed. (New York: Routledge, 2005):
- Henry F. Schaefer III, *Science and Christianity: Conflict or Coherence?* (Watkinsville, Georgia: Apollos Trust, 2003).
- William Strunk Jr. and E. B. White, *The Elements of Style*, 3rd or 4th ed. (Boston: Allyn and Bacon, 1979 or later).
- Benjamin Wiker, *Moral Darwinism: How We Became Hedonists* (Downers Grove, Ill.: InterVarsity, 2002).
- A. N. Wilson, *God's Funeral: A Biography of Faith and Doubt in Western Civilization* (New York: Ballantine, 1999).
- Pamela R. Winnick, *A Jealous God: Science's Crusade Against Religion* (Nashville: Nelson Current, 2005).

Here's How to Interpret Them. Government figures due Friday will undoubtedly show that job losses in April were the worst ever. But they could provide key hints about the recovery. A deserted shopping mall on Long Island. The April unemployment rate is likely to hit 15 percent or higher, by far the worst since the Great Depression. And the deterioration has happened with almost unfathomable swiftness: Two months earlier, the rate was 3.5 percent, a 50-year low. That could help answer a question that could be crucial to the eventual recovery: How far has the damage spread? The last jobs report, based on data from early March, showed large losses in restaurants, hotels and other industries hit hardest by the first wave of shutdowns. Always done it: 39 percent, no matter what the numerical value, in some instances a paper may call for it to be thirty-nine (39%) percent also but that's really old old old legal-ese stuff. Maggie1 Mar-05-2009. 0 vote Permalink Report Abuse. Percentages written out can be very tricky though. I still catch myself having to count exactly how many digits over from the decimal point the percentage goes, so that I will accurately reflect that amount when putting it into words. Ashkr May-31-2017. 1 vote Permalink Report Abuse. i am stuck on a legal document: how to express "four whole seventy-three thousand percent". Sagrario Holbrook Mar-03-2018. 0 vote Permalink Report Abuse.