1. **Title of the module**

HIST6069 (HI6069) - Science and Religion

HIST6070 (HI6070) - Science and Religion

1. **School or partner institution which will be responsible for management of the module**

School of History

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5 (HIST6069)

Level 6 (HIST6070)

1. **The number of credits and the ECTS value which the module represents**

30 credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

BA History (single and joint honours)

1. **The intended subject specific learning outcomes.  
   On successfully completing the Level 5 module students will be able to:**

8.1 Demonstrate knowledge and critical understanding of the contested and changing nature of the relationship between science and religion, focusing on Europe and the US from the 17th century to the 20th centuries

8.2 Apply knowledge and a critical understanding of a representative sample of the historiography on science and religion and history of science more broadly

8.3 Critically analyse the “conflict” narrative of science versus religion, both in history and today

8.4 Understand key themes explored by historians of science in exploring the relationship of science, religion and the public

8.5 Understand how the historical methodologies used by historians of science translate into written histories

8.6 Show critical perspective regarding them way science is portrayed in various media, and to apply these concepts in the classroom and beyond

8.7 Evaluate and make use of a range of written and visual sources for understanding the impact of science on wider culture and vice versa

**On successfully completing the Level 6 module students will be able to:**

8.8 Demonstrate a detailed knowledge and systematic understanding of the contested and changing nature of the relationship between science and religion, focusing on Europe and the US from the 17th century to the 20th centuries

8.9 Apply detailed knowledge and a systematic understanding of a representative sample of the historiography on science and religion and history of science more broadly

8.10 Critically evaluate the “conflict” narrative of science versus religion, both in history and today and make informed judgements based on their evaluation

8.11 Demonstrate a conceptual understanding of the key themes explored by historians of science in exploring the relationship of science, religion and the public

8.12 Demonstrate a conceptual understanding of how the historical methodologies used by historians of science translate into written histories and accurately deploy these techniques to describe and comment upon current research

8.13 Critically evaluate the way science is portrayed in various media, and an ability to make judgements based on these concepts, in the classroom and beyond

8.14 Critically evaluate and make use of a range of written and visual sources, including primary sources, to consolidate and extend their understanding of the impact of science on wider culture and vice versa

1. **The intended generic learning outcomes.  
   On successfully completing the Level 5 and Level 6 module students will be able to:**

9.1 Demonstrate enhanced their ability to express complex ideas and arguments orally and in writing, skills which can be transferred to other areas of study and employment

9.2 Demonstrate enhanced communication, presentational skills and information technology skills

9.3 Demonstrate an ability to work both independently – for example in preparing for seminars and research and information-gathering for essays – and within groups, being encouraged to interact and cooperate through working on a group presentation and within seminars

**On successfully completing the Level 5 and Level 6 module students will be able to:**

9.4 Demonstrate the acquisition of an independent learning style when engaging with the course content, for example in the preparation and presentation of course work, in carrying out independent research, in compiling bibliographies and other lists of research materials, by showing the ability to reflect on their own learning and by mediating complex arguments in both oral and written form

9.5 Analyse, discuss, deconstruct and demonstrate cogent understanding of central texts and, subsequently, assemble and present arguments based on this analysis; by virtue of this process, students will also gain an appreciation of the uncertainty and ambiguity which surrounds the core themes of this

9.6 Approach problem solving creatively, and form critical and evaluative judgments about the appropriateness of these approaches

9.7 Present the outcomes of the research and learning in a form appreciable by both specialist and non-specialist audiences in a variety of settings and contexts

1. **A synopsis of the curriculum**

Science and religion are often presented as in antithesis; worldviews that will inevitably clash. Popular accounts of science often present religion and religious institutions as a restraining force on the advance of science, and find it difficult to deal with the many scientific figures whose work was either underpinned or unaffected by their faith. This module will look critically at these narratives, re-examining famous episodes such as Galileo’s clash with the Catholic Church, and debates over Darwin’s theory of evolution, from the Huxley-Wilberforce debate of 1860 to the Scopes Trial in Tennessee in 1925. We will explore the late 19th-century roots of the “clash narrative” and the developing idea of inevitable “Warfare” between science and religion, noting the other ways in which the relationship has been understood. This includes the long-lasting natural theological framing of scientific knowledge, which saw evidence of God’s existence and attributes in the natural world, and historians’ accounts of the role of religion in motivating individuals and groups to undertake scientific work.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

BROOK, J. H. and CANTOR, G.N. (1998) Reconstructing Nature: The Engagement of Science and Religion. London: T&T Clark.

BROOKE, J. H. (2009) Darwin and Victorian Christianity. In HODGE, J. and RADICK, G. (eds.) (2009) The Cambridge Companion to Darwin. Cambridge: Cambridge University Press.

COHEN, I.B., DUFFIN K. E., and STRICKLAND, S. (eds) (1990) Puritanism and the Rise of Modern Science: The Merton Thesis. New Brunswick: Rutgers University Press.

DIXON, T. (2008) Science and Religion: A Very Short Introduction. Oxford: Oxford University Press.

FINOCCHIARO, M. A. (2007) Retrying Galileo, 1633–1992. Berkeley: University of California Press.

JACOB, J. R. and JACOB, M. C. (1980) The Anglican Origins of Modern Science: The Metaphysical Foundations of the Whig Constitution. Isis (71). p. 251-267.

LINDBERG, D. C. and NUMBERS, R. L. (2003) When Science and Christianity Meet. Chicago: University of Chicago Press.

SHAPIRO, A. R. (2013) Trying Biology: The Scopes Trial, Textbooks, and the Antievolution Movement in American Schools. Chicago: University of Chicago Press.

1. **Learning and teaching methods**

Total contact hours: 30

Private study hours: 270

Total study hours: 300

1. **Assessment methods**
   1. Main assessment methods

Coursework 100%:

Essay 1 3000 words (30%)

Essay 2 3000 words (30%

Presentation 15 minutes (15%)

Source Commentaries 2000 words (25%)

13.2 Reassessment methods

Reassessment Instrument: 100% coursework (3000 words)

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

**At Level 5:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *8.7* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |  |
| Seminars |  |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
|  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essay 1 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |
| Essay 2 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |
| Presentation |  |  |  |  |  |  | **X** | **X** | **X** | **X** |
| Source Commentaries |  |  | **X** |  | **X** |  | **X** | **X** |  | **X** |

**At Level 6:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.8* | *8.9* | *8.10* | *8.11* | *8.12* | *8.13* | *8.14* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* | *9.7* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |  |  |  |  |  |
| Seminars |  |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |  | **X** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay 1 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** |
| Essay 2 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** |
| Presentation |  |  |  |  |  |  | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |
| Source Commentaries |  |  | **X** |  | **X** |  | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

School of History modules encourage students to engage with the international significance of their subject matter, either in a comparative or historiographical fashion, or in the study of European and international themes. Some modules include the option for students to participate in international study visits. Students studying relevant foreign languages will consolidate their understanding of historical problems and themes.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Jan 2018