

<b>Course ID:</b>	<b>Course Title:</b>	<b>Winter 2024</b>
IND 287	Science and Christian Faith	<b>Prerequisite: 3 credits in REL</b>
		<b>Credits: 3</b>

Class Information		Instructor Information		Important Dates	
<b>Delivery:</b>	Online	<b>Instructor:</b>	Matthew Morris, PhD	<b>First Day of Class:</b>	January 8
<b>Days:</b>	Wed/Fri	<b>Email:</b>	<a href="mailto:Matthew.Morris@ambrose.edu">Matthew.Morris@ambrose.edu</a>	<b>Last Day to Add/Drop:</b>	January 21
<b>Time:</b>	1:00-2:15 pm	<b>Phone:</b>	403-410-2000 ext. 6932	<b>Last Day to Withdraw:</b>	March 28
<b>Room:</b>	L2084	<b>Office:</b>	A2158	<b>Last Day to Apply for Coursework Extension:</b>	April 2
<b>Lab/Tutorial:</b>	NA	<b>Office Hours:</b>	Wed/Fri 9:30-12	<b>Last Day of Class:</b>	April 12
<b>Final Exam:</b>	Take-home exam				

### Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar> .

### Course Description

This course explores the complex relationship between science and Christian faith, with a particular focus on evolutionary biology. Topics include: models of science-faith interactions; science and religion as ways of knowing; and Christian interpretations of evolution. The bulk of the course will be spent on discussing the four main contemporary Christian perspectives: Young Earth Creationism, Old Earth Creationism, Intelligent Design, and Theistic Evolution. These perspectives will be placed in their historic and contemporary contexts, and will be compared and contrasted for their theological understandings of Creation, Fall, Flood, image, and human origins.

## Expected Learning Outcomes

By the end of this course, students should be able to:

1. Understand the methods and limitations of scientific investigation.
2. Describe Ian Barbour's four theses of science/religion interactions.
3. Place the current Christian perspectives on science-faith relations in their historical context, including the Christian responses to evolution before 1900, the scientific controversies around evolution, the rise of fundamentalism, and the court cases that have shaped the current discussion.
4. Differentiate between the four contemporary Christian perspectives on evolution (YEC, OEC, ID, EC), comparing and contrasting their beliefs regarding the interpretation of Genesis 1, the age of the Earth, the Fall, the Flood, evolution, and human origins.
5. Develop and critique their own understandings of science-faith relations.

## Textbooks

*Four Views of Creation, Evolution, and Intelligent Design*, by Deb Haarsma, Stephen C. Meyer, Hugh Ross, and Ken Ham

*The Fool and the Heretic*, by Todd Wood and Darrel Falk

Additional readings will be provided throughout the semester.

## Course Schedule

Date	Topic	Reading	Assignments due
Jan 10	Introduction		
Jan 12	A basic guide to "creation"		
Jan 17	Models relating science and faith	Barbour (1997)	Autobiography
Jan 19	A basic guide to "science"	Benson et al. (2006) Dawkins (2006) Martin (1991)	
Jan 24	Ways of knowing	Ward (2008)	
Jan 26	Setting the stage for Darwin: Paley and Lamarck	Paley (1802)	
Jan 31	Darwin's risky predictions	Darwin and Wallace (1858)	
Feb 2	Darwin's God	Lamoureux (2013) Hope (1915)	
Feb 7	Post-Darwinian controversies	Hodge (1874) Morris (2014)	
Feb 9	Darwin on trial	Larson (1997)	
Feb 14	The birth of modern Creationisms	Numbers (2006) Whitcomb (2011)	
Feb 16	Genesis and the ANE	Genesis 1 (your version of choice) Enuma Elish	Book reflection due
Feb 21	READING BREAK		

Feb 23	READING BREAK		
Feb 28	Ways of reading Genesis One	Genesis 1:1-2:7 (Scofield Study Bible, 1917, including notes) Letham (1999)	
March 1	God on trial	NOVA documentary Wedge Strategy (1998) <b>Introduction</b>	Paper topic due
March 6	Creationisms today	Faith statements on websites: Answers in Genesis Reasons to Believe BioLogos <b>Ken Ham</b>	
March 8	Deep time I – Big Bang	<b>Response to Ken Ham and Rejoinder</b>	
March 13	Deep time II – Ages	Davidson and Wolgemuth (2018) <b>Hugh Ross</b>	
March 15	Deep time III – Evolution	<b>Response to Hugh Ross and Rejoinder</b>	
March 20	Complexity and fine-tuning	Behe (2005) <b>Deborah Haarsma</b>	
March 22	Created kinds	<b>Response to Deborah Haarsma and Rejoinder</b>	Research Paper due
March 27	The Flood	Genesis 6:5-9:17 <b>Stephen Meyer</b>	
March 29	GOOD FRIDAY		
April 3	Image	Genesis 2 <b>Response to Stephen Meyer and Rejoinder</b>	
April 5	God's good creation	Genesis 3 <b>Conclusion</b>	
April 10	Redemption	Dickey (1992)	
April 12	Call to action	Evangelical Environmental Network (1994) White (1967)	<b>Last day to post on forum</b> Self-assessment due

Readings in **BOLD** are sections from your textbook, *Four Views on Creation, Evolution, and Intelligent Design*

Participation – 20%

Written assignments – 50%

Autobiography 5%

Book reflection 10%

Research paper or interview 25%

Final self-assessment 10%

Final exam – 30%

## Final exam

The final exam will be in take-home essay format.

## Participation

Discussion forums entitled “Science and Christian Faith Reading Reflections” and “Science and Faith in the News” have been posted on Moodle. This is a place for you to post thoughts, criticisms, or questions pertaining to a course reading, respond to other students, or post interesting links to videos or news articles that are pertinent to the discussion. Disrespectful posts will not be tolerated and could result in a 0 for the participation component of the course. The forum **will close April 12, 2024**. See the Participation handout for more information.

## Grade Summary:

The available letters for course grades are as follows:

Grad	Percent	Grade Point Value	Description
A+	96-100	4.00	Outstanding
A	92-96	4.00	Excellent - superior performance, showing comprehensive understanding of subject matter.
A-	88-92	3.70	
B+	83-88	3.30	
B	78-83	3.00	Good-clearly above average performance with knowledge of subject matter generally complete.
B-	73-78	2.70	
C+	68-73	2.30	
C	64-68	2.00	Satisfactory – basic understanding of the subject matter. Grade point average below 2.00 is not sufficient for promotion.
C-	60-64	1.70	Minimum grade required if needed as a prerequisite course
D+	55-60	1.30	
D	50-55	1.00	Minimal pass – marginal performance; generally insufficient preparation for subsequent courses in the same subject.
F	<50	0	Fail – unsatisfactory performance or failure to meet course requirements.

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor’s assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

## Late assignment policies

Quizzes or assignments cannot be submitted late without cause and approval from the professor. Tutorial assignments **are due at the beginning of tutorial**; anything after the start of the tutorial will be considered late. The penalty for late homework or tutorial assignments are as follows:

- 5%/day for late assignments that have been communicated to the professor ahead of time.
- 10%/day for late assignments if the professor has to track you down to find out what is going on.
- 0% on any assignments passed in one week after the due date, unless otherwise stated by the instructor. *These assignments will still be "graded" so that you can have feedback before the exam, even if your official grade is 0.*

**If your name is not on the assignment, it will not be graded and you will receive a grade of 0 for failing to submit an assignment.**

Missed final exams, without cause, cannot be made up.

## Plagiarism policy

See below for Ambrose's statement defining plagiarism and outlining its consequences. In brief, it is your responsibility as a citizen of Ambrose to be aware of the policies of Ambrose and abide by them. Ignorance is no excuse. Plagiarism will not be tolerated.

Examples of plagiarism include, but are not limited, to:

1. Copying an assignment from someone else and submitting it as your own work.
2. Working with a friend and writing down identical answers, whether you understand the content or not, and submitting the assignments separately.
3. Quoting directly from a source without supplying quotation marks or a citation.
4. Quoting directly from a source without supplying quotation marks, even if it is referenced.
5. Copying nearly word-for-word from a source, changing only the occasional word, without providing quotation marks, even if it is referenced.
6. Submitting an assignment in which >30% of the content is properly quoted; that is, at least 70% of the words in an assignment need to be your own. A general rule of thumb: for every line quoted, there should be three lines of your own material explaining that quote.
7. Submitting the same or similar assignment for more than one class, or more than one iteration of the same class.
8. Not citing illustrations used in a paper.

## Penalties for plagiarism

Offence	Consequence
First	0% on paper, on chance to redo; report on plagiarism filed with the registrar
Second	F in course
Third	F in course and recommendation to registrar for expulsion

Note that Ambrose has an appeals process in place if you feel that allegations of plagiarism are unfounded; these are for final marks only, and not for individual assignments.

Note that my record of a student's past plagiarism does **not** reset with each semester.

### Classroom Etiquette:

It is expected that students will take an active role in the learning process. This includes: (a) regular class and lab attendance, (b) reading course material in advance of class or labs, and (c) engaging in discussions during class or labs.

In respect to the professor and to your fellow students, we ask that you:

- a) Turn your phone off during class and that you don't use it for texting during lecture or lab;
- b) Not have conversations with the people beside you during lecture – it is very distracting to the people around you;
- c) Use your laptops for lecture material and assignments only – that you are not using the internet or Facebook during class time;
- d) Arrive to lecture and lab on time;
- e) Don't listen to music in class or lab.

These will help to maximize the learning experience for you and your fellow students (and will keep your professor in a good mood).

## Ambrose University Important Policies & Procedures:

### Registration

Registration is the process of selecting and enrolling in classes for upcoming semesters. Only students who are registered will be permitted to attend class and receive a grade for the course. You are responsible for ensuring that the courses you take are appropriate for your program, that they do not have any scheduling conflicts, that they have the necessary prerequisites and that they meet all degree requirements.

### Withdrawal From A Course

Prior to the Add/Drop deadline: through the student registration system whereby course(s) will be removed with no academic or financial penalty. After the Add/Drop deadline and until the Withdrawal deadline: through submission of the 'Withdrawal from Course' form whereby course(s) will remain on the permanent academic record/transcript with the symbol 'W'. (See [ambrose.edu/registrar/request-forms](http://ambrose.edu/registrar/request-forms).) Students who withdraw from more than 30 credits attempted at Ambrose University will be required to withdraw from their program. Students considering withdrawing from courses are encouraged to discuss with their Faculty Advisor and/or the Office of the Registrar questions relating to their withdrawal decision specifically relating to financial assistance, study permit requirements, prerequisites for subsequent courses, readmission, and/or graduation timeline. Students who do not formally withdraw from a course are still considered registered in the course, even if they are no longer attending classes. In this case, students will be assigned a grade based on coursework completed as per the course syllabus and are responsible to pay the tuition and fees assessed for the course. Under extenuating circumstances, students may request from the Office of the Registrar a course(s) withdrawal after the Withdrawal deadline and until the last day of classes. Extenuating circumstances typically consider situations such as medical emergencies, compassionate grounds, or unforeseen conditions/situations beyond the students' control that arise after the start of the semester and are considered on a case-by-case basis. Supporting documentation from a physician or Registered Health Professional must accompany this request.

### Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. More conditions apply.

### Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Communication

Your Ambrose email account is the University's primary and official mode of communication with you. Information delivered to your Ambrose email is considered official notification. Ambrose University is not responsible for your failure to receive important information delivered to your Ambrose email.

### Lecture Recording

The recording of lectures or any other classroom academic activity, other than an audio recording as an accommodation, is prohibited except at the discretion of the instructor. Any use other than that agreed upon with the instructor constitutes academic misconduct and may result in suspension or expulsion. Permission to allow a lecture recording is not a transfer of any copyrights, so such recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed or displayed in any public or commercial manner. Student must destroy recordings in any, and all formats at the end of the semester in which they are enrolled in the class. All students recording lectures, must sign the Permission Form to audio record lectures which is available through the Office of the Registrar.

### Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class.

### Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that

deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

### Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

## Academic Success and Supports

### Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

### Learning Services

Learning Services provides support with

- **research and communication skills** (e.g., writing a paper, researching, giving a presentation), and
- **subject-specific skills** (e.g., solving a chemistry problem, reconciling a general ledger, understanding a philosophical argument).

We offer workshops, one-to-one tutoring, and more, and all of our services are **free** to students currently enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/sas/learning-services>.

### Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

#### On Campus:

- Counselling Services: [ambrose.edu/counselling](https://ambrose.edu/counselling)

- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See <https://ambrose.edu/student-life/crissupport> for a list of staff members.
- For additional wellness resources go to the Ambrose wellness page: <https://ambrose.edu/wellness>

#### Off Campus:

- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

### Sexual Violence Support

We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website— [ambrose.edu/sexual-violence-response-and-awareness](https://ambrose.edu/sexual-violence-response-and-awareness).

#### Off Campus:

- Alberta's Oneline for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: [www.calgarycasa.com](http://www.calgarycasa.com)

**Note:** Students are strongly advised to retain this syllabus for their records.