



## DEPARTMENT OF LITERATURE, HISTORY OF IDEAS, AND RELIGION

### **RT2318 Theology and Science: Common Roots, Conflicts, and Conversations, 7.5 credits**

Vetenskap och teologi: gemensamma rötter, konflikter och konversationer, 7,5 högskolepoäng

*Second Cycle*

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#### **Confirmation**

This course syllabus was confirmed by Department of Literature, History of Ideas, and Religion on 2019-06-12 and was last revised on 2021-11-15 to be valid from 2022-01-17, spring semester of 2022.

*Field of education:* Arts 50% and Science 50%

*Department:* Department of Literature, History of Ideas, and Religion

#### **Position in the educational system**

The course is offered as a freestanding course.

The course can be part of the following programme: 1) Master of Theology (H2RTM)

#### *Main field of studies*

Religious Studies and Theology

#### *Specialization*

A1N, Second cycle, has only first-cycle course/s as entry requirements

#### **Entry requirements**

Degree of Bachelor or completed courses of at least 180 credits at first cycle level, of which at least 90 credits with progression in some main field of study where it is included a bachelor's thesis of at least 15 credits. Qualified are also those that have equivalent foreign education or that have equivalent prior knowledge according to earlier study regulation. Furthermore, knowledge corresponding to English A/English 5. is required

#### **Learning outcomes**

On successful completion of the course the student will be able to:

*Knowledge and understanding*

- describe and analyse central issues in the dialogues between science and theology, including their development
- critically discuss the interplay between science, theology, and philosophical presuppositions in light of current research and in relation to contemporary academic debate

*Competence and skills*

- express oneself orally and in writing in a stringent and linguistically correct way with respect to the problems treated in the course
- critically and constructively discuss different positions and theoretical perspectives in the dialogues between science and theology

*Judgement and approach*

- approach questions at the intersection of science and theology, and their place in the public debate, in a constructive and self-reflexive way
- independently evaluate different arguments and positions in the field in an initiated and nuanced way.

**Course content**

The course deals with different forms of relationships and dialogues between science and theology, such as they have developed historically and such as they occur today, including different theoretical perspectives from contemporary scholarship. The understanding is deepened through examination of several different current issues arising from various scientific disciplines and theological questions, such as for example theological anthropology and biological science, creation theology and contemporary cosmology, evolutionary psychology and ethical questions. During the course, particular emphasis is placed on thematising the philosophical presuppositions that to a great extent have influenced and continues to influence the discussion. The literature is mainly constituted by contemporary texts in field.

**Form of teaching**

The teaching consists of lectures and seminars.

*Language of instruction:* English

The language of instruction is normally English, but if all students understand Swedish the teacher may use the Swedish instead. Student essays should normally be written in English, but if the teacher understands Swedish it may be used instead.

**Assessment**

The course is normally assessed through participation in seminar discussion, as well as through individual written home assignments.

The student is required to retain a copy of home assignments until they are graded and returned. The one who submits a home assignment after the stipulated time has not the right to have it assessed, but must submit it at the next reexamination or obtain a re-examination at another occasion.

For a student who has failed examination, possibility for new test at no more than four occasions is given.

A student who has failed a test twice has the right to change examiner, if it is possible. A written request must then be submitted to the Department.

If the course has been discontinued or substantially revised, a student should be guaranteed to sit the examination on at least three occasions (including the ordinary examination occasion) during a period of at least one year based on the previous course structure. As regards internships/placement the same as above applies, with the exception that examination is offered on only one occasion.

**Grades**

The grading scale comprises: Pass with Distinction (VG), Pass (G) and Fail (U). For the final grade Pass with distinction, it is required that a student, in a particularly productive, critical, and reflective way, has shown knowledge and proficiency in accordance with the intended learning outcomes of the course.

The grade Pass cannot be changed to Failed on the student's request. A student who has passed an examination may not participate in a re-examination for higher grades. The

person concerned has neither the right to revoke a submitted examination to avoid grading. The examiner has the possibility to request in supplementary qualifications of examination for the grade Pass. The supplementary assignment should in such cases be communicated the student in writing and be handed in within the teacher's stipulated time.

**Course evaluation**

The department is responsible for carrying out course evaluations systematically and regularly and for seeing to it that they are compiled in accordance with the regulations for course evaluations at The Department of literature, history of ideas and religion ([www.lir.gu.se/om-oss/styrdokument](http://www.lir.gu.se/om-oss/styrdokument)).

Its results of and possible changes to the course shall be shared with the students who participated in the evaluation and the students who are starting the course.

**Additional information**

In addition to stated expected learning outcomes, the student in the course should, when relevant, be encouraged to make assessments with regard to gender equality and equality aspects, as well as to be attentive to ecologically, economically, and socially sustainable development.