

Science and Faith (TMM3881)

Module Level: 6

Module Credit Value: 20

Pre-requisites: None

Co-requisites: None

Excluded Combination of Modules: None

Aims: To enable students to explore and reflect on the relationship between science and faith, including its historical and doctrinal dimensions.

To build confidence in ministerial practitioners for engaging with doctrinal, ethical and apologetic questions arising from the natural sciences.

Content: Exploration of the relationship between science and faith in a range of historical or cultural contexts.

Study of the doctrinal basis for engaging with science, e.g., through the theology of creation and different understandings of natural theology.

Critical engagement with specific areas of perceived conflict between science and faith.

Critical reflection on the possibilities for confident engagement with questions concerning faith and science in ministry and mission.

Learning Outcomes: By the end of this module students will be able to:

***Subject Knowledge* [BA SSK 2, 4: GradCert/Dip SSK 2]**

Research and give a coherent and detailed account of key aspects of the relationship between science and faith in a range of contexts, explaining how they relate to theology, Christian praxis, church and society.

Discuss and investigate intelligently some key issues, concepts and controversies in contemporary Christian perspectives on science, engaging critically with some recent research methodologies and findings.

***Subject Skills* [BA SSS 3: GradCert/Dip SSS 2]**

Critically explore and analyse aspects of the relationship of Christian faith to science and their relevance in the context of discipleship, mission and ministry, showing sensitivity to the problems of religious language, experience, and the limits of knowledge.

***Key Skills* [BA KS 1, 2, 4: GradCert/Dip KS 1, 2, 4]**

Identify, gather, analyse and critically evaluate textual source materials, including material from primary sources and scholarly research, and communicate their findings with clarity and fairness.

Critically evaluate ideas, arguments and assumptions, using them to construct and communicate coherent and well-reasoned arguments, showing critical awareness of their own and others' beliefs, commitments and prejudices.

Take responsibility for their own personal and professional development.

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: published

Formative assessment to be specified by each TEI in line with the 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.