Course description

1. GENERAL INFORMATION						
1.1. Course teacher	Petar Tomev Mitrikeski		1.6. Year of the study			
1.2. Name of the course	Evolutionary thought and creationism		1.7. ECTS credits	3		
1.3. Associate teachers			 Type of instruction (number of hours L + E + S + e-learning) 	0 + 0 + 30		
1.4. Study programme (undergraduate, graduate, integrated)	Graduate programme		1.9. Expected enrolment in the course	Between 10 and 30		
1.5. Status of the course	Mandatory	elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)			
2.COUSE DESCRIPTION						
2.1. Course objectives	The course is dedicated to a c universe and its causal persi maintenance, and eschatologi believes that God created the as opposed to the term <i>natura</i> development, and final fate is creationist is a person who int believes to be the correct and matter, including man). Such a because it is simply not a scie the scientific method, the anal USA (mainly because it is conr the world. What consequence and how it will be reflected in t The closer goal of this course between creationists and natu	deeper understanding of the stence over time (inorgan cal destiny of the created. universe out of nothing, by dist (or often evolutionist), we completely scientifically ex- terprets the Bible literally, of an understanding of reality and understanding of reality intific question. But when it ysis is still impossible for s nected with hidden political is this will have for academ the general social discours is for students to gain insig ralists. In addition, student	the conflict between the naturalistic concept nic and organic evolution) and the religion In the broadest sense of the word, the term of a supernatural act of free divine will, and which denotes a person who believes that explainable and/or predictable. However, in especially the opening chapters of the Bo the natural history of the universe (the appression a series of religious beliefs that c is comes to questions that are theoretically everal obvious reasons. Today, creationis interests), but its devotees are also preser- ic biological thought, on the one hand, are e remains to be seen.	bt of the random appearance of the bus understanding of the creation, m <i>creationist</i> refers to a person who d that he sustains it with divine love, t the universe as a phenomenon, its n the narrower sense of the word, a bok of Genesis, which he religiously opearance of inorganic and organic annot be scientifically verified, often r subject to analysis with the help of sm is most strongly expressed in the nt in Europe and sporadically around nd theological thought, on the other, ebate and the extent of the disputes own <i>in situ</i> thinking during lectures.		
2.2. Enrolment requirements and/or entry competences required for the course	There are no prerequisites/cor	mpetencies for enrolling in	this course.			
2.3. Learning outcomes at the level	Students who choose this cou	rse will be trained to:				
of the programme to which the	(i) Connect philosophical	ideas with the philosophe	rs to whom they belong,			
course contributes	(ii) Develop a critical attitude towards various philosophical conceptions and directions and in that sense take their position,					

	(iii) Develop the skill of arguing their own critical opinion,										
	(iv) Formulate scientific hypotheses in this philosophical field.										
	Students who choose this course will be able to:										
2.4. Expected learning outcomes	(i) Describe the historical periods important for the conflict between creationists and naturalists, but also in the development of										
at the level of the course (3 to	such a discourse in general,										
10 learning outcomes)	 (ii) Recognize the relevant contemporary philosophical debates that arise from dilemmas in the relation "creationists vs naturalists". 										
	The purpose and goals of the course are achieved through several thematic (teaching) units that seek to achieve the conceptual										
2.5. Course content (syllabus)	comprehensiveness of the given topic. Thus, individual thematic units are united through three main sub-themes: (i) historical										
	overview of the development of creationist thought, (ii) in situ observation of creationism through its social-cultural dimension, and (iii)										
	the problem of intelligent design (modern vs traditional creationism). The second subtopic consists of the following teaching units:										
	(ii.1) public debates in the USA, (ii.2) the dilemma "can an evolutionist remain a Christian?" The third subtopic consists of the										
	following teaching units: (iii.1) the problem of (ir)reducible complexity, (iii.2) Dembski's "explanatory filter", and (iii.3) the relationship										
	between intelligent design and traditional creationism.										
2.6. Format of instruction:	⊠ lectures						2	2.7. Comments:			
	seminars and workshops										
	D partial e-learning	work with mentor									
	☐ field work										
2.8. Student responsibilities	Students are expected to attend classes regularly and actively participate in them.										
i	Class attendance	YES		Researc	h		NO	Ora	al exam		
	Experimental work		NO	Report			NO	(otl	her)		_
2.9. Monitoring student work	Essay		NO	Semina	paper	YES		(otl	her)		_
	Preliminary exam		NO	Practica	l work		NO	(otl	her)		
	Project	NO Written exam NO					EC	TS credits (total)	3		
2.10. Required literature (available in the library and/or via other media)	Title								Number of	Availability via other media	
									copies in the		
	library Descib									ible	
	McMullin, E. (ed.), 1985. Evolution and Creation. Notre Dame: University of Notre Dame Press.										
2.11. Optional literature	Ayala, F. J., 2006. Evolution vs. Creationism, Hist Philos Life Sci, 28(1):71-82.										
	• Ayaia, F. J., 2009. "Molecular evolution", in Evolution: The First Four Billion Years, in Ruse and Travis (eds.) 2009, 132–151.										
	 Dawkins, K., 1986. The Blind Watchmaker, New York, N.Y.: Norton. Demokali M. A. and M. Duna (ada.). 2024. Dehating Designs Demois to DNA. Combridge: Combridge University Decomposition. 										
	Dempski, W. A., and W. Ruse (eds.), 2004. Depating Design: Darwin to DNA, Campridge: Campridge University Press. Dempski, W. A., 4008a, The Design Information Charges through Organized Design										
	Demoski, W. A., 1990a. The Design Interence. Enhimating Chance through Small Probabilities, Cambridge: Cambridge Liniversity Press										
	Haught I. F. 1005. Science and Religion: From Conflict to Conversation. New York: Paulist Proce										
	Haught, J. F., 1995. Science and Religion: From Conflict to Conversation, New York: Paulist Press.										

	 Popper, K R., 1959. The Logic of Scientific Discovery, London: Hutchinson. Sober, E., 2000. Philosophy of Biology, Second Edition, Boulder, Col.: Westview.
2.12. Other (as the proposer wishes to add)	