



**Table 2. Course description**

**\*The table needs to be copied for each course**

1. GENERAL INFORMATION			
1.1. Course teacher	Assistant Professor Marina Novina	1.6. Year of the study programme	
1.2. Name of the course	Contemporary Science and Existence of God	1.7. Credits (ECTS)	3 ECTS
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	30 + 0 + 0
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, graduate	1.9. Expected enrolment in the course	About 20 students
1.5. Status of the course	Elective course	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	To acquaint students with theses and debates related to arguments in support of God's existence in relation to the assumptions and theories of contemporary science. To enable students to recognize, differentiate and understand different arguments in support of God's existence, different attitudes of scientists towards the question of God's existence, the limits of science, borderline issues of science and religion, and to independently argue their own point of view on the relationship between modern science and religion based on the literature read.		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	Describe the fundamental problems dealt with by different philosophical disciplines, define them and reproduce them using philosophical concepts. Compare different philosophical directions and identify cause-and-effect relationships that have led to philosophical thought formation throughout history. Distinguish the subject of philosophy from other scientific disciplines and distinguish philosophical disciplines. Connect philosophical ideas and teachings with the philosophers to whom they belong. Form arguments in everyday and scientific use based on the literature read. Develop critical thinking.		
2.4. Learning outcomes expected at the	Enumerate and define the basic terms related to philosophical, religious and natural history discourse on God's existence.		



<p>level of the course (4 to 10 learning outcomes)</p>	<p>Enumerate and describe the basic characteristics of the naturalistic, philosophical and theological approach to different subjects of research.          Explain the difference between philosophical, religious and natural history talk about God's existence.          List the most famous positions on the possibility of dialogue between philosophy, religion and natural science and connect them with the authors who represent these positions.          Explain the importance of philosophical, religious and scientific argumentation in the speech about God's existence.          Critically examine and argue based on the literature about the possibility and necessity of dialogue between philosophy, religion and natural science.</p>				
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>Where does the question about God come from? [who and how spoke about God throughout history and what is controversial about speaking and knowing God]          Can God be proven?          Arguments in support of God's existence          Development of empirical science, criticism of metaphysics and talk about God          What is science?          Science, evidence, and God          Can we talk about God?          Hypothesis about God (what it says and what kind of hypothesis it is)          Complexity: The question of matter and the question of consciousness or the problem of materialism          Complexity: The fact of the existence of emergent phenomena (reductionism vs holism)          Talking about God, science, religions, and theology – necessary conceptual refinements          Levels of activity of science (ontological, epistemological, and ethical)          Philosophy as mediation between science and theology (ontological, epistemological, and ethical level)          Contemporary confrontations: the question of the beginnings of the world, the theory of the multiverse          Contemporary challenges: the question of the beginnings of life, the theory of evolution          Contemporary confrontations: issues of consciousness; psychology and God; theology and mathematics</p>				
<p>2.6. Format of instruction:</p>	<input type="checkbox"/> <b>lectures</b> <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	<p>2.7. Comments:</p>		
<p>2.8. Student responsibilities</p>	<p>Regular attendance at the lectures, active participation in discussions, reading books related, exam preparation.</p>				
<p>2.9. Screening student work (name the</p>	<p><b>Class attendance</b></p>	<p><b>1 ECTS</b></p>	<p>Research</p>		<p>Practical training</p>



proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course )	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests		<b>Oral exam</b>	<b>2 ECTS</b>	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	30% class attendance, 70% oral exam.					
2.11. Required literature (available in the library and via other media)	<b>Title</b>			<b>Number of copies in the library</b>		<b>Availability via other media</b>
	Harison, P. (2010). <i>The Cambridge Companion to Science and Religion</i> . Cambridge.					+
	Lambert, D. (1999). <i>Sciences et théologie</i> . LESSIUS.					+
	Polkinghorne, J. (2003). <i>Belief in God in an Age of Science</i> . Yale University Press.					+
2.12. Optional literature (at the time of submission of study programme proposal)	Alston, W. P. (1989). <i>Divine Nature and Human Language</i> . Itacha. Cornell UP. p. 17-63 and 103-116.					
	Carnap, R. (1974). <i>An Introduction to the Philosophy of Science</i> . New York. Basic Books.					
	Davies, B. (1998). <i>An Introduction To The Philosophy Of Religion Oxford University Press</i>					
	Rosenberg, A. (2005). <i>Philosophy of Science - a contemporary introduction</i> . NY. Routledge. p. 69 – 109.					
	Wainwright, W. (1999.) <i>Philosophy of Religion</i> . 1999. Wadsworth.					
	Wainwright, W. (ed) (2005). <i>The Oxford Handbook of Philosophy of Religion</i> . Oxford. OUP.					
2.13. Quality assurance methods that ensure the acquisition of exit competences						
2.14. Other (as the proposer wishes to add)						

Table 1. List of required and elective courses and/or modules with class hours and ECTS credits

\*As needed, the table can be copied.



**\*\* As needed, rows can be added to the table.**

**LIST OF COURSES/MODULES**

Year of study:

Semester:

MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Required/ elective

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Year of study:

Semester:

MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Required/ elective