Course Profile

Course # and Title: CC/RHTH 601  Religion and Science Seminar: Technologies of the Body
Instructor: Kristel Clayville  Semester/Year: Fall 2019

Course Rationale and Description:
(Why do we offer this course? Which of LSTC’s degree program learning outcomes does it address?)

Description: Religion and Science Seminar: Technologies of the Body

The field of Religion and Science has traditionally asked abstract questions about the overlap of the disciplines and their ability to explain our origins and that of the universe. In this seminar, we will build on the insights of those longstanding conversations to put the transformation of the human body at the center of our inquiry. How do different explanations of human origins shape our relationship to technology? We will consider organ transplantation, CRISPR/Cas9, and biological enhancement among other topics. An integral topic of the seminar will be the church's response to such technologies.

Rationale: This course serves two primary functions. Firstly, it is a seminar in religion and science for advanced students. In that capacity, this seminar is a space where they can think through questions and concepts in religion and science and their consequences for how humans inhabit our new technologically inflected world. As such, this seminar will be a place of refinement of ideas and work. Secondly, this course serves a public function for LSTC and the Zygon Center for Religion and Science. As such, it showcases the work of the institution and invites the public into deeper conversation around topics of significant concern.

Course Learning Outcomes (Learners will be able to):
(What difference will this course make to students’ knowledge, skills, attitudes, and practices?)

After this course, students will be able to:

1. Describe important advances in biotechnology in the 20th century from scientific, theological, and ethical perspectives
2. Understand these technologies from different religious perspectives, most notably Catholic, Protestant, Jewish, and Muslim
3. Present an argument in written and oral form on one of the topics of the course
4. Participate in public conversations about these technologies

Strategies for Learning:
(How shall we go about achieving these outcomes?)
The primary strategy for learning is active listening. The course includes readings from multiple perspectives as well as a series of guests lecturers who will present various perspectives on the body and
technology. For example, a biologist will lecture on CRISPR from a technical perspective, and later an ethicist will lecture on its potential uses. As the instructor, I will coordinate the dialogical conversation across these lectures that is built on active listening.

Assessment:
(How shall we know if we—students and instructors—have been successful in achieving the outcomes?)

Because this course is a 600-level seminar, the assessment will focus on written work. Students should write a seminar paper that can serve them in their own work and that touches on the topics of the course. Additionally, students will make a presentation to a “public” of their choice. Some may choose the classroom as their public, but others may choose the church or other organization. The goal of the presentation is to teach the chosen public something about the biotechnology or religious position on it.

Bibliography:

<table>
<thead>
<tr>
<th>Text Title</th>
<th>Author</th>
<th>ISBN# (Required)</th>
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<tbody>
<tr>
<td>The Patient as Person (ch.4)</td>
<td>Paul Ramsey</td>
<td>978-0300093964</td>
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<tr>
<td>Our Bodies Belong to God</td>
<td>Sherine Hamdy</td>
<td>978-9812387028</td>
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<tr>
<td>The Cyborg Manifesto</td>
<td>Donna Harraway</td>
<td>978-0816650484</td>
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Additional information:
In addition to the above books, there will be shorter readings that are posted to the course website for students to download and read.

The lecture list for this course is still coming together, and I want to leave some room for the guest lecturers to assign reading. Updates to follow.