Course Recommendations for Faculty Teaching Cultural Perspectives Classes

**CP325 – Epoch-Making Events in Science**

**Course Description:** This course examines selected great ideas from science, the environments from which they arose, the people involved, and their impacts upon contemporary and succeeding generations. Interactions of scientific thought with prevailing philosophical and religious outlooks are considered. Among the ideas and epochs discussed are: the birth of the scientific tradition, the Copernican revolution, Darwin’s theory of evolution, and contemporary issues of scientific significance. This course includes discussion of the religious implications of science, as unfolded in the controversies surrounding Galileo and Darwin.

Courses in the General Education Cultural Perspectives sequence at ENC have been selected and ordered with an intentional design and progression. The Division of General Education has considered a number of factors in the placement of courses on the sequence and on the expected content and outcomes that each course should include. Faculty can and should exercise creative license in the development and teaching of CP courses. For each General Education courses a set of parameters have been (or will be) established to serve as a common framework for the class.

The following is divided into *required* and *recommended* components of this course.

**Required Components of CP325**

- EMES provides students with a working understanding of how science functions as a mode of inquiry. This is accomplished by focusing on two broad topics, Cosmology and Biology. Within each topic, historical, political, religious and social events are used to illustrate the impact of science and how scientific discoveries change the way people view themselves and the world.
- Specific topics covered in the course include: the birth of the scientific tradition and method from its beginnings in Greece to the present day, the Copernican revolution, Darwin’s theory of evolution, and contemporary issues of scientific significance.
- Particular attention is given to the interface of science and religion as it relates to the controversies surrounding Galileo and Darwin. These controversies illustrate how revolutions in science have shaped our view of reality by changing our concept of space and changing our concept of life.

**Recommended Components of CP325**

- This course does not need to contain a heavy graded writing component. The class has high enrollment and serves the broader ENC population. During their freshman year students will be taking *CP100: Critical Writing*, a General Education course with an explicit focus on developing skills in written communication. In order to limit the amount of grading hours, faculty may consider utilizing objective exams or tests with a limited writing component.
- Give students opportunities to visit places of scientific significance in the Boston area. The goal of these experiences is to expose students to the variety and diversity of scientific knowledge. Two such examples are the Museum of Science and the Harvard Museum of Comparative Zoology.
- Use hands on activities such as the Black Box Investigation that was developed specifically for EMES to illustrate the scientific method.
- Invite guest speakers from different scientific disciplines.
- Use films as a supplement to the course material.
- Make use of Teacher Assistant funds available to support teaching and assessment.
- Talk to current instructors of CP150, CP195, CP250 and CP290 to ensure overlap of content coverage is intentional.