

Philosophy of Science and Religion
Trinity College, University of Toronto · Toronto School of Theology
TRT 2710 HF

Course Information

Instructor: Andrew R. Woodward; andrew.woodward@alum.utoronto.ca
Time: Thursdays, 11:10 a.m. to 1:00 p.m.
Room: TC 22, Trinity College

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Course Description and Outline

Epistemology is a branch of theology and philosophy which asks questions about knowledge claims and belief claims: (i) What kinds of knowledge claims are legitimate and what kinds are not? (ii) How do we adjudicate the acceptability of a knowledge claim; the acceptability of a belief claim? Epistemology is relevant to both science and religion, because both scientific and religious exercises involve *different types of beliefs* (conjectures) about states of affairs in the physical world. A scientific method governs the search for knowledge of the natural world and the engineering of the world's materials. So, the importance of epistemology (method) in science and engineering is well understood. On the other hand, the importance of epistemology in religious life and modern faith traditions seems less clear or understood. In this class we ask the following questions: (i) *How important is epistemology in religious life?* (ii) *Can we possess a "religious epistemology"?* (iii) *Are belief claims different from or similar to knowledge claims?* In discussing and analyzing *possible answers* to these questions, we are better able to compare and contrast the human enterprises of science and religion and apply this learning toward theological and pastoral work, scientific work, and human life.

Other goals of this course are to gain an awareness and understanding of the diverse range of potential "compatibility" and "conflict" systems which persist between scientific and religious modes of thought. We shall review the assumptions and requirements for any system of thought which intends to show science and religion as "compatible" systems of belief. Likewise, we will assess systems of thought showing science and religion to be in "conflict." This course is primarily theological and philosophical in nature; however, there is space for additional perspectives from sociology, cognitive science of religion, and anthropology, etc., to contribute toward seminar discussions. Our first concern will be to explicate the precise

nature of *modern science* as a mode of human thought and discourse. We shall then focus our attention toward a wider range of topics involving the epistemic and social interfaces of *scientific life, religious life, theology, faith, and human life*.

No prior knowledge of the course topic is assumed, so there are no prerequisites. Moreover, a background in science is not required. An introductory course in theology, philosophy of religion, or philosophical theology might be an asset to the student, but, again, is not required.

Weekly Seminar Topics, Student Presentations, and Required Readings

[see *Class Resources* (pp. 5-6) for a complete outline of required and supplementary readings]

Week 1 Welcome, Introductions, & Overview

17 Sept.

- Discussion about course themes, aims, and objectives
- Outline of class readings, assignments, and method of evaluation
- Brief survey of “knowledge claims,” “belief claims,” and other key terms

Week 2 What is Religion’s / Theology’s Interest in Science?

24 Sept.

- **Student Presentations (i)—*first round***; 2- to 3-page “thought” paper
- **Required Reading**
 - ◆ Stenmark, *How to Relate Science and Religion: A Multidimensional Model*, **Ch. 1**—“Contemporary Darwinism and Religion” and **Ch. 2**—“The Social Dimension of Science and Religion,” pp. 1-27
 - ◆ Woodward, *Adventure in Human Knowledges and Beliefs*, **Ch. 1**—“The Adventure,” pp. 3-4
- **Essays (on Blackboard)**
 - ◆ Neville, Robert Cummings. “On the Complexity of Theological Literacy.” In *Theological Literacy for the Twenty-First Century*, 39-54. Edited by Rodney L. Petersen and Nancy M. Rourke. Grand Rapids: Wm. B. Eerdmans, 2002.

Week 3 “Knowledge for the Sake of Knowledge Alone”: A Cultural Value

1 Oct.

- **Student Presentations (i)—*second round***; 2- to 3-page “thought” paper
- **Required Reading**
 - ◆ Stenmark, *How to Relate Science and Religion*, **Ch. 3**—“The Goals of Science and Religion,” pp. 28-51
 - ◆ Woodward, *Adventure*, **Ch. 2**—“Knowledges,” pp. 5-13
- **Essays (on Blackboard)**
 - ◆ Smart, Ninian. “The Science of Religion.” In *The Science of Religion and the Sociology of Knowledge: Some Methodological Questions*, 3-23. 1978. Reprint, Princeton: Princeton University Press, 2015.

Week 4
8 Oct.

Beliefs and the Nature of Religious Thought; Legitimation Strategies

- **Required Reading**
 - ◆ Stenmark, *How to Relate Science and Religion*, Ch. 4—“The Epistemologies of Science and Religion,” pp. 52-81
 - ◆ Woodward, *Adventure*, Ch. 3—“Beliefs” and Ch. 4—“Belief as Trust,” pp. 15-29

Week 5
15 Oct.

Unnatural Science and Natural Religion

- **Required Reading**
 - ◆ Woodward, *Adventure*, Ch. 5—“Religious Language” and Ch. 6—“Some Unexpected Surprises,” pp. 33-43
- **Essays (on Blackboard)**
 - ◆ McCauley, Robert N. Excerpts from “Unnatural Science.” In *Why Religion Is Natural and Science Is Not*, 83-117. Oxford: Oxford University Press, 2011.
 - ◆ McCauley, Robert N. Excerpts from “Natural Religion.” In *Why Religion Is Natural and Science Is Not*, 145-154. Oxford: Oxford University Press, 2011.

Week 6
22 Oct.

Limits to Scientific Knowledge: Knowledge, Local Knowledges, and Counter-Knowledges

- **Required Reading**
 - **Essays (on Blackboard)**
 - ◆ Stenmark, Mikael. “What Is Scientism?” In *Scientism: Science, Ethics and Religion*, 1-17. Aldershot: Ashgate, 2001.
 - ◆ Wiebe, Donald. “Religion, Science, and the Transformation of ‘Knowledge.’” In *Beyond Legitimation: Essays on the Problem of Religious Knowledge*, 100-110. New York: St. Martin’s Press, 1994.

Fall Reading Week (26 Oct. to 30 Oct.)

Week 7
5 Nov.

Theology: Knowledge, Local Knowledge, or Counter-knowledge?

- **Critical-reflection book report due**—5 to 7 pages, double-spaced
- **Required Reading**
 - ◆ Stenmark, *How to Relate Science and Religion*, Ch. 6—“Theological Pragmatism and Religious Rationality,” pp. 116-136
- **Essays (on Blackboard)**
 - ◆ Haack, Susan. “Fallibilism and Faith, Naturalism and the Supernatural, Science and Religion.” In *Putting Philosophy to Work: Inquiry and its Place in Culture—Essays on Science, Religion, Law, Literature, and Life*, 199-208. Amherst: Prometheus Books, 2008.

Week 8
12 Nov.

Faces of Religion / Faces of Science: “Compatibility Systems”

- **Student Presentations (ii)—*first round***; 2- to 3-page “thought” paper
- **Required Reading**
 - ♦ Stenmark, *How to Relate Science and Religion*, Ch. 7—“**The Inquiries of Science and Religion: Overlapping Concerns?**” pp. 137-170
 - ♦ Woodward, *Adventure*, Ch. 7—“**Faces of Religion / Faces of Science,**” pp. 45-52
- **Essays (on Blackboard)**
 - ♦ Wiebe, Donald. “**Science and Religion: Is Compatibility Possible?**” In *Beyond Legitimation: Essays on the Problem of Religious Knowledge*, 57-73. New York: St. Martin’s Press, 1994.

Week 9
19 Nov.

Interfaces of Knowledge and Belief Communities: Part I

- **Student Presentations (ii)—*second round***; 2- to 3-page “thought” paper
- **Required Reading**
 - ♦ Woodward, *Adventure*, Ch. 8—“**Knowledge and Belief Communities,**” pp. 53-59
- **Essays (on Blackboard)**
 - ♦ Kuhn, Thomas S. “**The Route to Normal Science.**” In *The Structure of Scientific Revolutions*. 4th ed., 10-22. Chicago: University of Chicago Press, 2012.

Week 10
26 Nov.

Interfaces of Knowledge and Belief Communities: Part II

- **Required Reading**
 - ♦ Woodward, *Adventure*, Ch. 9—“**Causes and Explanatory Forces**” and Ch. 10—“**The ‘Knowledge Bar,’**” pp. 63-80
- **Essays (on Blackboard)**
 - ♦ Kuhn, Thomas S. “**The Nature of Normal Science.**” In *The Structure of Scientific Revolutions*. 4th ed., 23-34. Chicago: University of Chicago Press, 2012.

Week 11
3 Dec.

The “Science and Religion/Theology” Agenda: What’s in it for Science?

- **Required Reading**
 - ♦ Woodward, *Adventure*, Ch. 11—“**Ancient Forms of Knowledge,**” pp. 81-86
- **Essays (on Blackboard)**
 - ♦ Wiebe, Donald. “**Is Science Really an Implicit Religion?**” In *Beyond Legitimation: Essays on the Problem of Religious Knowledge*, 87-99. New York: St. Martin’s Press, 1994.

Week 12 **What are the Implications of Science-Religion-Theology Dialogue for**
10 Dec. **(i) a “Science of Religion(s)” and/or (ii) Theological Work Outside the**
 University?

○ **Required Reading**

- ◆ Stenmark, *How to Relate Science and Religion*, Ch. 10—“How To Relate Science and Religion,” pp. 250-269
- ◆ Woodward, *Adventure*, Ch. 12—“The Current Landscape,” pp. 87-89

TST “Exam” Week

- **Cumulative/summative essay due by 17 December 2015—10 to 12 pages, double-spaced**

... Christmas!

Class Resources

* **Three Required Books** * — Available at ***Crux Books***, 5 Hoskin Avenue, Toronto, ON

- (1) Stenmark, Mikael. *How to Relate Science and Religion: A Multidimensional Model*. Grand Rapids: Wm. B. Eerdmans, 2004.
- (2) Woodward, Andrew Ralls. *Adventure in Human Knowledges and Beliefs*. Lanham: Hamilton Books/Rowman & Littlefield, 2014.
- (3) Berger, Peter L. and Anton C. Zijderveld. *In Praise of Doubt: How to Have Convictions Without Becoming a Fanatic*. New York: HarperCollins, 2009.

Other Required Texts

- Some additional readings are posted online on Blackboard—various chapters from books in the *Supplementary Texts* below; see ***Weekly Seminar Topics*** (pp. 2-5) for which classes require these additional readings from Blackboard.

Supplementary Texts

- Barbour, Ian. *Religion and Science: Historical and Contemporary Issues*. New York: HarperCollins, 1997.
- Byers, William. *The Blind Spot: Science and the Crisis of Uncertainty*. Princeton: Princeton University Press, 2011.
- Feyerabend, Paul. *The Tyranny of Science*. English ed. Cambridge: Polity Press, 2011.
- Haack, Susan. *Putting Philosophy to Work: Inquiry and its Place in Culture—Essays on Science, Religion, Law, Literature, and Life*. Amherst: Prometheus Books, 2008.
- Harrison, Peter, ed. *The Cambridge Companion to Science and Religion*. Cambridge: Cambridge University Press, 2010.
- Hoodbhoy, Pervez. *Islam and Science: Religious Orthodoxy and the Battle for Rationality*. London: Zed Books, 1991.
- Kuhn, Thomas S. *The Structure of Scientific Revolutions*. 4th ed. Chicago: University of Chicago Press, 2012.
- Lopez, Donald S., Jr. *Buddhism and Science: A Guide for the Perplexed*. Chicago: University of Chicago Press, 2008.

- Luscombe, Philip. *Groundwork of Science and Religion*. Peterborough: Epworth Press, 2000.
- McCauley, Robert N. *Why Religion Is Natural and Science Is Not*. Oxford: Oxford University Press, 2011.
- Popper, Karl R. "Back to the Presocratics." In *Conjectures and Refutations: The Growth of Scientific Knowledge*, 183-223. 1963. Reprint, New York: Routledge, 2002.
- Proctor, James D., ed. *Science, Religion, and the Human Experience*. Oxford: Oxford University Press, 2005.
- Smart, Ninian. *The Science of Religion and the Sociology of Knowledge: Some Methodological Questions*. 1978. Reprint, Princeton: Princeton University Press, 2015.
- Stenmark, Mikael. *Scientism: Science, Ethics and Religion*. Aldershot: Ashgate, 2001.
- Thompson, Damian. *Counterknowledge: How We Surrendered to Conspiracy Theories, Quack Medicine, Bogus Science, and Fake History*. New York: Atlantic Books, 2008.
- Wiebe, Donald. *Beyond Legitimation: Essays on the Problem of Religious Knowledge*. New York: St. Martin's Press, 1994.

Class Evaluation and Assignments: 4 Items

- I. **Preparation of readings for each class + class participation (10%)**
- II. **Two student-led presentations suited for roundtable discussion (10% each presentation = 20% in total)**

Presentation (i)—Weeks 2 or 3

Question Choices:

- 1) *What is religion's / theology's interest in science?*
- 2) *How is "science and religion" portrayed in popular culture?*
- 3) *Are science and religion "compatible" or in "conflict" (or both)?*

Presentation (ii)—Weeks 8 or 9

Question Choices:

- 1) *Does the scientific enterprise need to respond to the claims of religion(s)?*
- 2) *In what sense might science be a benchmark for all knowledge claims, including belief claims?*
- 3) *Is the claim—that science be a benchmark for religion—a claim itself "beyond reason"?*

For each presentation, students are asked to select a question from above and prepare the following in short-essay format:

- (i) A short "thought" paper—**2 to 3 pages, double-spaced (500 to 800 words)**—reflecting critically on the question selected; the question serves as the "thesis statement" for the short paper. **As these are short, thought papers, bibliographies are not required, but may be used.** In developing a response to the question, students are encouraged to utilize their own background experiences from other classes, their theological / pastoral work, and/or scientific work outside of school. The short paper will be submitted the day of the student's presentation.

- (ii) A 5-minute to 7-minute class presentation, which highlights salient points from the student's thought paper, including some opportunity for class response and discussion. In leading each presentation, students may choose to utilize materials, such as a short handout or slideshow. Alternatively, leading the class in a roundtable discussion without any aids is acceptable. Please keep in mind the time constraints.
- Sign-up procedures for presentations will be outlined during the first class.

III. Preparation of a critical-reflection book report—5 to 7 pages, double-spaced (1,300 to 2,000 words)—based on the text below (30%):

Berger, Peter L. and Anton C. Zijderveld. *In Praise of Doubt: How to Have Convictions Without Becoming a Fanatic*. New York: HarperCollins, 2009.

For the book report, students are asked to comment on and assess the following:

- (a) What assumptions or guiding principles does the author make—explicit or implicit?
 - (b) What is the *purpose / thesis* of the book?
 - (c) Do you affirm the message of the book, or not? What are your reasons (either way)?
 - (d) How might the book's content and arguments been used or criticized by you and/or other commentators?
- **Due date:** Critical-reflection book report is due before or during the class of Week 7 —**5 November 2015** (the class after TST fall reading week)

IV. A cumulative/summative essay—10 to 12 pages, double-spaced (2,600 to 3,300 words)—prepared on one of the following two topics (40%):

- (i) Expansion and further development of one of the earlier “thought” papers;
 - (ii) A *defence* or *critique* of the “science and religion” compatibility thesis
- **Further details on the cumulative essay will be provided throughout the term.**
 - **Due date:** Cumulative/summative essay due on or before **17 December 2015** (during TST “Exam” Week)

Total Breakdown: Item I (10%) + Item II (20%) + Item III (30%) + Item IV (40%) = 100%

Grading Rubric [Rubrics *specific to each assignment* will be provided throughout the term.]

Letter Grade	Numerical Equivalents	“Grasp” of Subject Matter	Academic Qualities Demonstrated
“A” Range: <i>Excellent: Student shows original thinking, analytic and synthetic ability, critical evaluations, and broad knowledge base (Basic Degree Handbook, 11.2).</i>			
A+	90-100	Profound	Strong evidence of original thought; critical evaluations which identify assumptions of those they study as well as their own; mastery of extensive knowledge base
A	85-89	Outstanding	Clear evidence of original thinking; sound critical evaluations; broad knowledge base
A-	80-84	Excellent	
“B” Range: <i>Good: Student shows critical capacity and analytic ability, understanding of relevant issues, familiarity with the literature (Basic Degree Handbook, 11.2).</i>			
B+	77-79	Very Good	Good critical awareness; understanding of relevant issues; good familiarity with the literature
B	73-76	Good	
B-	70-72	Satisfactory at post-baccalaureate level	Adequate critical capacity; some understanding of relevant issues; some familiarity with the literature
Non-pass	0-69	Failure to meet above criteria	

Learning Objectives/Outcomes

- (1) Articulate critical factors which distinguish modern scientific thought from other genres of thought and writing;
- (2) Elucidate critical factors which distinguish the modern Christian faith tradition (and religiosity in general) from other genres of thought and writing;
- (3) Achieve familiarity with the potential strengths and weaknesses of various science and religion “compatibility systems” available in “science and religion” literature;
- (4) Explain and assess the relationship of *academic theology (Glaubenswissenschaft)* to the nature of modern Christianity, religious thought, and religiosity in general;
- (5) Gain confidence in applying topics in the *philosophy of “science and religion”* to theological work in other courses and/or to theological and pastoral leadership outside of school; to scientific work; and to “human life.”

Course Objectives/Outcomes: Knowledge of the Area of Concentration	TRT 2710 HF Class Element	TST Basic Degree Program Outcomes
<i>Students successfully completing this course will:</i>	<i>This outcome will be achieved through these course elements:</i>	<i>This course outcome corresponds to this aspect of Basic Degree Learning Outcomes:</i>
(1) Articulate critical factors which distinguish modern scientific thought from other genres of thought and writing	<ul style="list-style-type: none"> • Student-led presentations (i) and (ii) (Weeks 2/3 and 8/9)— Analysis and criticism of arguments through preparation, design, and execution of student presentations; • Class readings and seminar discussions based on (i) Stenmark and (ii) Woodward (see <i>Required Books</i>, p. 5)— Analysis and criticism of arguments through seminar participation; oral presentation of information, ideas, and arguments through class discussions; • Critical-reflection book report on: Berger, Peter L. and Anton C. Zijderveld. <i>In Praise of Doubt: How to Have Convictions Without Becoming a Fanatic</i>. New York: HarperCollins, 2009.—Analysis and criticism of arguments through preparation and writing of book report 	<p>Cultural context: “Students develop an understanding of the cultural realities and structures within which the church lives and carries out its mission. They draw on the insights of the arts and humanities, the natural sciences, and the social sciences.” (<i>Basic Degree Handbook, Appendix II</i>)</p> <p><i>Specifically in this course this outcome is achieved through the following course topics:</i></p> <ul style="list-style-type: none"> • “Knowledge for the Sake of Knowledge Alone”: A Cultural Value (<i>Week 3</i>) • Unnatural Science and Natural Religion (<i>Week 5</i>) • Faces of Religion / Faces of Science: “Compatibility Systems” (<i>Week 8</i>) • The “Science and Religion/Theology” Agenda: What’s in it for Science? (<i>Week 11</i>)

<p>(2) <i>Elucidate critical factors which distinguish the modern Christian faith tradition (and religiosity in general) from other genres of thought and writing</i></p>	<ul style="list-style-type: none"> • Student-led presentations (i) and (ii) (Weeks 2/3 and 8/9)— Analysis and criticism of arguments through preparation, design, and execution of student presentations; • Class readings and seminar discussions on (i) Stenmark and (ii) Woodward (see <i>Required Books, p. 5</i>)— Analysis and criticism of arguments through seminar participation; oral presentation of information, ideas, and arguments through class discussions; • Critical-reflection book report on: Berger, Peter L. and Anton C. Zijderveld. <i>In Praise of Doubt: How to Have Convictions Without Becoming a Fanatic</i>. New York: HarperCollins, 2009.—Analysis and criticism of arguments through preparation and writing of book report 	<p>Religious heritage (<i>Basic Degree Handbook, Appendix II</i>)</p> <p><i>Specifically in this course this outcome is achieved through the following course topics:</i></p> <ul style="list-style-type: none"> • What is Religion’s / Theology’s Interest in Science? (<i>Week 2</i>) • Limits to Scientific Knowledge: Knowledge, Local Knowledges, and Counter-Knowledges (<i>Week 6</i>) • Theology: Knowledge, Local Knowledge, or Counter-knowledge? (<i>Week 7</i>) • Faces of Religion / Faces of Science: “Compatibility Systems” (<i>Week 8</i>)
<p>(3) <i>Achieve familiarity with the potential strengths and weaknesses of various science and religion “compatibility systems” available in “science and religion” literature</i></p>	<ul style="list-style-type: none"> • Research preparation and completion of cumulative/ summative essay: <i>What are the Implications of Science-Religion-Theology Dialogue for (i) a “Science of Religion(s)” and/or (ii) Theological Work Outside the University?</i>— Analysis and criticism of arguments through research preparation and completion of essay; • Class readings and seminar discussions on (i) Stenmark and (ii) Woodward (see <i>Required Books, p. 5</i>)— Analysis and criticism of arguments through seminar participation; oral presentation of information, ideas, and arguments through class discussions 	<p>Cultural context (<i>Basic Degree Handbook, Appendix II</i>)</p> <p><i>Specifically in this course this outcome is achieved through the following course topics:</i></p> <ul style="list-style-type: none"> • Faces of Religion / Faces of Science: “Compatibility Systems” (<i>Week 8</i>) • Interfaces of Knowledge and Belief Communities: Part I (<i>Week 9</i>) • Interfaces of Knowledge and Belief Communities: Part II (<i>Week 10</i>)

<p>(4) <i>Explain and assess the relationship of <u>academic theology</u> (Glaubenswissenschaft) to the nature of modern Christianity, religious thought, and religiosity in general</i></p>	<ul style="list-style-type: none"> • Research preparation and completion of cumulative/summative essay: <i>What are the Implications of Science-Religion-Theology Dialogue for (i) a “Science of Religion(s)” and/or (ii) Theological Work Outside the University?</i>—Analysis and criticism of arguments through research preparation and completion of essay; • Class readings and seminar discussions on (i) Stenmark and (ii) Woodward (see <i>Required Books, p. 5</i>)—Analysis and criticism of arguments through seminar participation; oral presentation of information, ideas, and arguments through class discussions 	<p>Cultural context (<i>Basic Degree Handbook, Appendix II</i>)</p> <p>Specifically in this course this outcome is achieved through the following course topics:</p> <ul style="list-style-type: none"> • What are the Implications of Science-Religion-Theology Dialogue for (i) a “Science of Religion(s)” and/or (ii) Theological Work Outside the University? (<i>Week 12</i>)
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<p>(5) Gain confidence in applying topics in the <u>philosophy of “science and religion” to theological work in other courses and/or to theological and pastoral leadership outside of school; to scientific work; and to “human life.”</u></p>	<ul style="list-style-type: none"> • Research preparation and completion of cumulative/summative essay: <i>What are the Implications of Science-Religion-Theology Dialogue for (i) a “Science of Religion(s)” and/or (ii) Theological Work Outside the University?</i>—Analysis and criticism of arguments through research preparation and completion of essay; • Class readings and seminar discussions on (i) Stenmark and (ii) Woodward (see <i>Required Books</i>, p. 5)—Analysis and criticism of arguments through seminar participation; oral presentation of information, ideas, and arguments through class discussions 	<p>Leadership: “Students develop skills of ministerial and public leadership. Depending on the requirements of the member college, these skills may include preaching, worship leadership, pastoral counselling, and Christian education. During their program, students are supervised in ministry placements.” (<i>Basic Degree Handbook, Appendix II</i>)</p> <p>Specifically in this course this outcome is achieved through the following course topics:</p> <ul style="list-style-type: none"> • Beliefs and the Nature of Religious Thought; Legitimation Strategies (<i>Week 4</i>) • Faces of Religion / Faces of Science: “Compatibility Systems” (<i>Week 8</i>) • What are the Implications of Science-Religion-Theology Dialogue for (i) a “Science of Religion(s)” and/or (ii) Theological Work Outside the University? (<i>Week 12</i>)
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Class Websites

- Blackboard: <http://portal.utoronto.ca>
 This course uses Blackboard for its course website. To access it, go to the UofT portal login page at <http://portal.utoronto.ca> and login using your UTORid and password. Once you have logged in to the portal using your UTORid and password, look for the **My Courses** module, where you’ll find links to the websites for all your Blackboard-based courses. (Your course registration with ROSI gives you access to the course website at Blackboard.) Note also the information at <http://www.portalinfo.utoronto.ca/content/information-students>.
- Instructor’s Website: www.andrewwoodward.ca

Office Hours

You are welcome to e-mail me to set-up a meeting. If you do require some serious time for discussion about class content or assignments, attending the formal office hours or planning a meeting by e-mail is best.

Technical Matters

- Students have options to **submit** assignments in **hard copy format**, in which case assignments are returned with comments written on the paper. Or, students may submit assignments by **e-mail** to **andrew.woodward@alum.utoronto.ca** in **.doc** or **.pages** formats; in this case, the instructor's comments are inserted into the document which is then e-mailed back to the student.
- Formatting of assignments must conform to the technical guidelines of *The Chicago Manual of Style*, found in:

Turabian, Kate L. *A Manual For Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers.* 8th ed. Chicago: University of Chicago Press, 2013.

Late Work Policy

Instructors are not obliged to accept late work, **except where there are legitimate, documented reasons beyond a student's control (e.g., illness, family crisis)**. Students are asked to submit assignments on or before the due dates published in this course syllabus. **Grades on assignments submitted after the published due dates in this syllabus are reduced 1% per day, not including Saturdays or Sundays, up to a maximum reduction of 5%.**

Avoiding Plagiarism

Students must provide full references for sources of both quotations and intellectual ideas in either footnotes, endnotes, or in-text parenthetical citations. Direct quotations are placed in quotation marks. (If minor changes are made to the quotation, changes are indicated by appropriate punctuation such as brackets and/or ellipses.) A complete bibliography for all works cited is to be provided at the end of each essay, unless otherwise specified. Failure to provide documentation of one's sources (unless otherwise specified) constitutes plagiarism, a serious breach of academic ethics.

Accessibility

Students with a disability or health considerations are entitled to accommodation. Please register at the University of Toronto's Accessibility Services offices; information is available at **<http://www.accessibility.utoronto.ca/>**. The sooner a student seeks accommodation, the quicker the university can assist.