

# Syllabus of Spring Semester, 2021

<b>Course Title</b>	CULTURAL AND SCIENTIFIC REVOLUTIONS	<b>Course Code</b>	GS35781	<b>Section</b>	001
<b>Department</b>	Global Studies	<b>Level</b>	4	<b>Credit – Theory – Practice</b>	3.0 – 3.0 – 0.0
<b>Class Hours &amp; Classroom</b>	Tue. 16:30(75) 516-204, Thu. 16:30(75) 516-204				
<b>Lecturer</b>	CRIPPEN MATTHEW JEREMY	<b>Office</b>	409-1 in ceit	<b>Office Hours</b>	Available daily by Appointment
		<b>Telephone</b>		<b>E-mail</b>	
<b>Methodology of Instruction</b>	<input checked="" type="checkbox"/> Teacher-centered learning <input type="checkbox"/> PBL(Problem-based learning) <input type="checkbox"/> TBL(Team-based learning) <input checked="" type="checkbox"/> Use of online contents(Flipped learning etc) <input type="checkbox"/> ETC				
<b>Evaluation and Grading</b>	<p>Grading</p> <p>1. Tests, (25%), (25%), (30%) = (80%)</p> <p>2. Online assignments, quizzes and/or discussions (20%) are not meant to be onerous, but are intended to encourage students to keep up with assigned work, and should, if taken seriously, prepare you for tests.</p> <p>Attendance, Late Assignments and Missed Tests</p> <p>This is an online course. Though lectures will be recorded, it is essential to keep up with the weekly schedule, and in order to encourage this, there will be weekly small assessments such of quizzes and short written assignments. Instructions will be posted regularly on Blackboard and emailed to you. Major tests will be held during regular class hours and you are required to take them then.</p> <p>Missed tests and assignments will be graded 'F.' Exceptions will be made in the case of bereavement, medical emergency or for other serious reasons, but supporting documentation may be required.</p> <p>Academic Honesty</p> <p>Plagiarism is "submitting material that in part or whole is not one's own," or submitting "work without properly attributing the correct sources of its content." Cheating is defined as "using unauthorized notes, aids, or information on an examination; altering graded work prior to its return to a faculty member"; or "allowing another person to do one's work." Plagiarism, cheating and other breaches of academic integrity will not be tolerated. All suspected cases will be reported to university authorities, and all verified incidents, no matter how small, will result in failure for the entire course. It is your responsibility to know and adhere to the standards of academic integrity.</p> <p>Students with Disabilities</p> <p>Please contact me if you have special needs because of a learning or physical disability or because of a medical or psychological challenge. If you have a disability and think you will need assistance evacuating the classroom and/or building in an emergency, please make me aware so that the university can develop a plan to assist you.</p> <p>Non-Discrimination</p> <p>The instructor does not discriminate against any student because of age, gender, ethnicity, appearance, religion, political view, disability, national origin or lifestyle choices. The same is expected from students. We want to create a space for open and respectful intellectual exchange.</p> <p>Note on Grading</p> <p>Please note that grades are awarded on the basis of merit, not need. I accordingly ask you not to tell me what grade you need, and I insist that you do not ask me to arbitrarily raise your grade. Little worth doing is easy, so you should be prepared for a demanding course. Please note at the same time that I encourage you to set up office appointments for help achieving the grade that you want; and that I gladly give high grades when warranted, and if you put the requisite effort in, there is no reason you should not do well.</p> <p style="color: red;">* Students with disabilities can request an extension of the exam hour, and they can take exams by getting writing assistance or by using a computer.</p>				
<b>Prerequisites</b>	na				

# Syllabus of Spring Semester, 2021

<p><b>Course Objectives</b></p>	<p>The scientific revolution and the period after bestowed greater understanding and control over the physical world. However, these developments have also eroded classic ideas about ourselves and our place in the universe. The Earth is no longer regarded as the center of the cosmos. Evolutionary theory further diminishes the special status of humans. Materialist outlooks and some lines of biological inquiry undermine belief in freewill and spirit. Non-classical physics erodes absolute conceptions of space and time, along with the notion that there is one objective reality. These ideas have not only reshaped scholarly debate, but have entered popular culture. Science, in short, has been driving social, cultural and political changes in the global environment.</p> <p>The first part of this course aims to acquaint students with major scientific developments that have occurred since the beginning of the Modern era. The second part endeavors to supply a sampling of how scientific revolutions have inflected philosophical outlooks about the world and the place of humans in it. The third part of the course strives to cast light on the impact of scientific developments on popular art and contemporary politics. The overall goal is to give students a better sense of how science has shaped cultural shifts that are now a part of everyday life.</p> <p>b) General Aims</p> <ol style="list-style-type: none"> <li>1. Develop healthy skepticism. The kind of skepticism we are after is found in science, yet science is less willing to overturn theories. Key: don't be an ideologue, e.g., neither liberal nor conservative frameworks are 100% good in all times and places. What works in one city or country at a particular time may be unsuitable in other regions at other times. You should look critically at any?including yourself?who advance one solution for all cases.</li> <li>2. Develop logical skills, both inductive and deductive, and apply these to historical texts and contemporary matters.</li> <li>3. Develop conceptual analysis, that is, the ability to decipher meaning. Many disputes occur because we confuse what others mean.</li> <li>5. Develop charitable thinking, especially for great texts. If you start with the assumption that something is stupid, you're not likely to work to understand it, meaning you are apt to confuse what it says.</li> <li>6. Develop contextual reasoning. We often misunderstand things by taking them out of context. Your parents do this to you; Americans do it to the Middle East; people from there do it to Americans. Texts answer historical problems. Understanding texts therefore means contextualizing them historically.</li> <li>7. Developing understanding and critical reasoning. Understanding is a difficult task, and you should be satisfied if you acquire a working understanding of texts. Understanding is a precondition of worthwhile criticism. Attacking without understanding?and hence without basis?is all too common today.</li> <li>8. Appreciating the human legacy. C. S. Lewis wrote: "Friendship is unnecessary, like philosophy, like art... It has no survival value; rather it is one of those things which give value to survival." Arguably, philosophy and art do have survival value, e.g., importance of founding political ideology, relation of aesthetics to health. That said, Lewis' s point is that life is not worth living if we reduce it to making money, acquiring shelter, reproducing, etc. People facing much greater hardships than us appreciated this, with Modern and pre-Modern individuals taking time to produce philosophy and art, and study it.</li> <li>9. Applying what you learn. Throughout the term, you' ll apply reasoning tools to contemporary issues, and draw connections between historical texts and current concerns.</li> </ol>
<p><b>Course Description</b></p>	<p>The scientific revolution and the period after bestowed greater understanding and control over the physical world. However, these developments have also eroded classic ideas about ourselves and our place in the universe. The Earth is no longer regarded as the center of the cosmos. Evolutionary theory further diminishes the special status of humans. Materialist outlooks and some lines of biological inquiry undermine belief in freewill and spirit. Non-classical physics erodes absolute conceptions of space and time, along with the notion that there is one objective reality. These ideas have not only reshaped scholarly debate, but have entered popular culture. Science, in short, has been driving social, cultural and political changes in the global environment.</p> <p>The first part of this course aims to acquaint students with major scientific developments that have occurred since the beginning of the Modern era. The second part endeavors to</p> <p>* Students with disabilities can negotiate with the Disabled Student' s Academic Support Center regarding course materials and assignments.</p>

# Syllabus of Spring Semester, 2021

supply a sampling of how scientific revolutions have inflected philosophical outlooks about the world and the place of humans in it. The third part of the course strives to cast light on the impact of scientific developments on popular art and contemporary politics. The overall goal is to give students a better sense of how science has shaped cultural shifts that are now a part of everyday life.

## b) General Aims

1. Develop healthy skepticism. The kind of skepticism we are after is found in science, yet science is less willing to overturn theories. Key: don't be an ideologue, e.g., neither liberal nor conservative frameworks are 100% good in all times and places. What works in one city or country at a particular time may be unsuitable in other regions at other times. You should look critically at any?including yourself?who advance one solution for all cases.
2. Develop logical skills, both inductive and deductive, and apply these to historical texts and contemporary matters.
3. Develop conceptual analysis, that is, the ability to decipher meaning. Many disputes occur because we confuse what others mean.
5. Develop charitable thinking, especially for great texts. If you start with the assumption that something is stupid, you're not likely to work to understand it, meaning you are apt to confuse what it says.
6. Develop contextual reasoning. We often misunderstand things by taking them out of context. Your parents do this to you; Americans do it to the Middle East; people from there do it to Americans. Texts answer historical problems. Understanding texts therefore means contextualizing them historically.
7. Developing understanding and critical reasoning. Understanding is a difficult task, and you should be satisfied if you acquire a working understanding of texts. Understanding is a precondition of worthwhile criticism. Attacking without understanding?and hence without basis?is all too common today.
8. Appreciating the human legacy. C. S. Lewis wrote: "Friendship is unnecessary, like philosophy, like art... It has no survival value; rather it is one of those things which give value to survival." Arguably, philosophy and art do have survival value, e.g., importance of founding political ideology, relation of aesthetics to health. That said, Lewis' s point is that life is not worth living if we reduce it to making money, acquiring shelter, reproducing, etc. People facing much greater hardships than us appreciated this, with Modern and pre-Modern individuals taking time to produce philosophy and art, and study it.
9. Applying what you learn. Throughout the term, you' ll apply reasoning tools to contemporary issues, and draw connections between historical texts and current concerns.

\* Students with disabilities can negotiate with the Disabled Student' s Academic Support Center regarding course materials and assignments.

## Relationship between Courses and Core Competencies

8 Core Competencies of PNU	Global- Cultural Competency	Communication Competency	Convergence Competency	Application Competency	Community Service Competency	Human Character Competency	Foundation Knowledge Competency	High-order Thinking Competency
	0	0	0	0				

## Core Competencies Based on Courses and Educational Methods

Core Competencies of Department		Educational Methods
1	Globalization Competency	Lecture and Discussion
3	Multiplied Convergence Competency	Lecture and Discussion

Textbooks and References		
Required Textbooks	Almost all readings are public domain, and will be distributed to students by the instructor.	
References	na	
Weekly Schedule of Classes		
Week No.	Course Material	Assignments and Other Notes
Week 1	[Orientation and Education on Academic Misbehavior (e.g. Cheating, Plagiarism) and Safety Education on Experiment and Practice] Refer to the attached file.	
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		
Week 8		
Week 9		
Week 10		
Week 11		
Week 12		
Week 13		
Week 14		
Week 15		
Week 16		
Attachment	<a href="#">Scientific.Cultural.Revolutions.Syllabus.pdf</a>	