

# Global History of Creationism

History of Science 280 (Studies in Science, Technology, and Medicine)

Spring 2022

Tuesday/Thursday 9:30am-10:45am

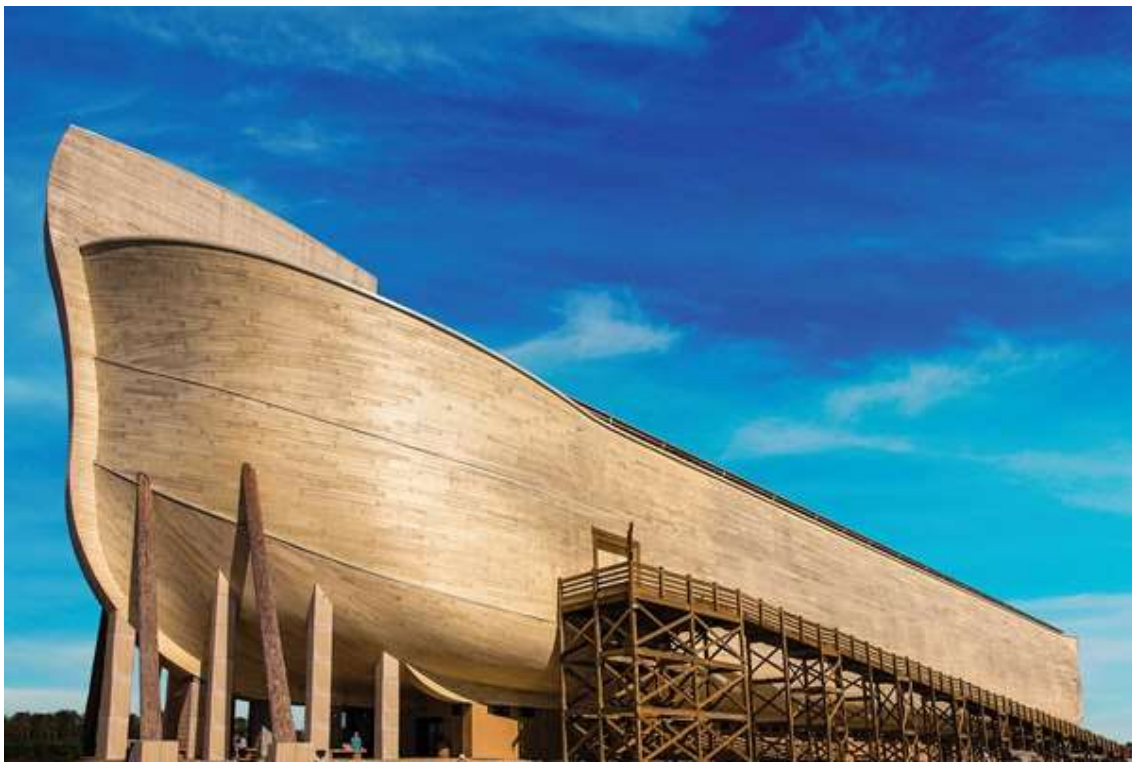
Mosse Humanities Bldg, Rm. 2611

Prof. Daniel Stolz

[dastolz@wisc.edu](mailto:dastolz@wisc.edu)

Mosse Rm. 5110

Office Hours Friday 10-11am (Zoom), in person by appointment.



The battle between advocates of Darwinian evolution and "creationists" has helped define the relationship between science, religion, public policy, and the law. For many of us, when we think of such controversies, we think of the American "Bible Belt," as in the Tennessee courtroom immortalized in the 1960 movie *Inherit the Wind*. But creationism has a global history, connecting teachers, politicians, religious activists, and scientists in the United States with counterparts across the world, and especially in the Middle East - another place where the public role of religion has been a topic of great controversy in recent decades. This course will explore the global history of creationism as a way of understanding how science and religion have come into conflict in specific times and places, and how different societies have addressed this controversy in terms of law and educational policy. The course makes extensive hands-on use of unique collections in Memorial Library's rare books department.

# Overview

## Learning Goals

Students completing this course should be able to:

- Analyze the relationship of science and religion in terms of historical context
- Explain the development of anti-evolutionist movements in multiple parts of the world, including their relationship to each other
- Analyze the argument of a work of historical scholarship
- Interpret the significance of a primary source in light of given historical context
- Write a short historical research paper based on primary as well as secondary sources
- Understand how to use Memorial Library's special collections

## Explanation of Credit Hours

This 3-credit course meets as a group for 3 hours per week (according to UW-Madison's credit hour policy, each lecture counts as 1.5 hours). The course also carries the expectation that you will spend an average of at least 2 hours outside of class for every hour in the classroom. In other words, in addition to class time, plan to allot an average of at least 6 hours per week for reading, writing, preparing for discussions, and/or studying for quizzes and exams for this course.

## Course Materials

This course has one required text, which is widely available for purchase as well as held on reserve in College Library:

Ronald L. Numbers, *The Creationists: From Scientific Creationism to Intelligent Design*, expanded edition (Cambridge, MA: Harvard University Press, 2006). ISBN 978-0-674-02339-0. **It is important that you use a copy of the expanded edition**, not earlier editions.

A variety of other readings, as well as films, will be available on Canvas.

This course is graded on an A, AB, B, BC, C, D, F scale:

- A = 93-100
- AB = 88-92
- B = 82-87
- BC = 77-81
- C = 72-76
- D = 67-71
- F = 66 or below.

## Assessment

### Class participation (20%)

This course is a seminar. You must participate in class discussions. Participation includes attendance, active listening, completion of short in-class writing activities and presentations, and voicing your own ideas and questions to advance the conversation.

### Participation Rubric

Excellent (90-100)	Good (80-90)	Competent (70-80)	Inadequate (60-70)	Fail (0-60)
-Mastery over readings and previous discussion -Explores questions rigorously -Comes to class with interpretations and questions -Engages others	-Knows readings well -Consistent preparation and involvement -Offers analysis of texts in class	-Basic grasp of reading -Mostly offers facts or surface-level interpretations -Contributes when called upon but not actively engaged	-Insufficient command of reading -Attempts to contribute facts or interpretations when called but unable to offer substance	-Uninvolved -Unexcused -Disruptive

### Questions (15%)

Our class discussions will be based partly on your own questions. Please choose whether you want to be in the Tuesday or Thursday group for this assignment. Tuesday group students should submit one question for class discussion by Monday at 5pm. Thursday group students should submit their questions by Wednesday at 5pm. We will work on developing productive discussion questions.

### Reading responses (5 x 2% = 10%)

I will ask you to write five brief (one-paragraph) responses to broad questions about the reading or other course materials. These responses will be graded **complete/incomplete**. Complete responses will respond to the assigned question and demonstrate thoughtful engagement with the relevant course materials.

### Reading analysis (4 x 5% = 20%)

I will sometimes ask you to write a longer and more specific type of analysis of one of the assigned readings. In these assignments, please identify the author's main argument, then discuss two ways in which the author supports this argument, and one limitation of the argument. These assignments will be due in weeks when there is no reading response.

**Mid-Term Paper (15%, due Friday 3.11):** Analysis of a primary source from the Religion and Science collection in Memorial Library's special collections. You may use a source from a curated sample of books from the collection, or write about a source that you find in the collection yourself. The source should relate to a topic that we cover in the first three parts of this course (material through March 8<sup>th</sup>). Length: 3 pages (double-spaced).

**Final Paper (20%, due Tuesday 5.10):** Use sources in the Religion and Science collection to analyze an evolution-creation controversy not covered in this course, or add substantially to the analysis of a controversy that we did cover in this course. Length: 10 pages (double-spaced).

### **Late Policy**

Late work will lose one half of a letter grade for each day past the deadline. However, for ONE reading response, OR reading analysis, OR the midterm essay, you may hand in your work late for “passing” (70%) credit until Thursday, May 5<sup>th</sup>, at 11:59pm. Due to the need to submit course grades promptly at the end of the semester, I cannot accept any work other than the final assignment after May 5<sup>th</sup>.

### **Special Note on Accommodations for Sick or Quarantined Students**

If your semester is disrupted due to Covid or another health crisis, I will offer you reasonable accommodations to continue your progress in this course. This includes the possibility of arranging alternative days for you to visit the rare books room in Memorial Library, if you miss some of those meetings. I would always prefer you miss a day out of caution rather than take a risk with the health of the class. Please contact me ASAP to discuss accommodations.

## **Learning Needs**

### **Accommodations**

You are welcome to discuss your learning needs with me. If you plan to request disability accommodations in this course, please register with the McBurney Disability Resource Center as soon as possible. Please note that the McBurney Center now sends notification emails to faculty, rather than relying on “VISA” cards. I am guided by the university’s policy:

### **Writing Resources**

The History Lab is a resource center where experts (PhD students) will assist you with your history papers. No matter your stage in the writing process — choosing a topic, conducting research, composing a thesis, outlining your argument, revising your drafts — the History Lab staff can help you sharpen your skills and become a more successful writer. Drop by Humanities 4255 or schedule a one-on-one consultation at <http://go.wisc.edu/hlab>.

The Writing Center is a campus-wide resource offering help with any writing assignment in any course. They offer drop-in as well as by-appointment options, at eight different locations. Visit [writing.wisc.edu](http://writing.wisc.edu) to learn more.

### **Academic Integrity**

I expect you to know and abide by the university’s policies on academic integrity. I follow the university’s policies for suspected violations.

For more information, see: <https://conduct.students.wisc.edu/academic-integrity/>

## Schedule of Meetings and Readings

### Part I: A Historical Approach to Science, Religion, and Creationism

#### T 1.25: Introductions and Overview

- Peter Foster, "Republicans fire 2016 starting gun at Christian college that teaches world is 6,000 years old," *Daily Telegraph*, 23 March 2015, telegraph.co.uk.
- Kenneth Chang, "Creationism, Minus a Young Earth, Emerges in the Islamic World," *New York Times*, 3 November 2009, p. D3, ProQuest Historical Newspapers.

#### Th 1.27: How Can We Understand Science and Religion as Historical Phenomena?

- John Hedley Brooke, "Introduction," in *Science and Religion: Some Historical Perspectives* (Cambridge, UK: Cambridge University Press, 1991), 1-15.
- Bronislaw Szerszynski, "Understanding Creationism and Evolution in America and Europe," in *Science and Religion: New Historical Perspectives*, ed. T. Dixon, G. Cantor, and S. Pumfrey (Cambridge, UK: Cambridge University Press, 2011), 153-160.

#### T 2.1: Before creationism: creation in scripture, exegesis, and natural theology

- Genesis Ch. 1-8, focusing on creation and flood narratives. Use any common Bible translation available online, such as the Standard, Revised Standard, NRSV, Jewish Publication Society, etc.
- Selections from *St. Augustine, The Literal Meaning of Genesis*, trans. John Taylor (New York: Paulist Press, 1982), 1 page.
- William Paley, *Natural Theology: Or, Evidences of the Existence and Attributes of the Deity, Collected from the Appearance of Nature* (New York: E. Duyckinck, 1820), pp. 7-14. (The pagination of this edition is unreliable; just read the whole selection.)
- Qur'an 7:54-64, 41:9-12, and 22:39-48

#### *First Reading Response Due*

#### Th 2.3 What Darwin said and did not say

- Charles Darwin, *On the Origin of Species: A Facsimile of the First Edition* (Cambridge, MA: Harvard University Press), 80-96, 101-30, 480-90.

### Part II: Debating Evolution in Europe, the U.S., the Middle East, and Islamic South Asia, 1859-1900

#### T 2.8: Evolution in Anglo-American universities after Darwin

- Ronald L. Numbers, "Creationism in the Age of Darwin," in *The Creationists* (Cambridge, MA: Harvard University Press, 2006), 15-32
- Paul Croce, "Probabilistic Darwinism: Louis Agassiz vs. Asa Gray on Science, Religion, and Certainty," *Journal of Religious History* 22 (1998), pp. 35-58.

#### *First Reading Analysis Due*

#### Th 2.10 Darwin among the Missionaries

- Marwa Elshakry, "The Gospel of Science and American Evangelism in Late Ottoman Beirut," *Past and Present* 196 (Aug., 2007), 173-214.

### T 2.15 Darwin among the Muslim Reformers (I)

- Martin Riexinger, "Responses of South Asian Muslims to the Theory of Evolution," *Die Welt des Islams* 49 (2009): 212-247.
- Sayyid Ahmad Khan, "Lecture on Islam," in *Modernist Islam, 1840-1940: A Sourcebook*, ed. Charles Kurzman (Oxford: Oxford University Press, 2002), 291-303 (excerpts).

#### *Second Reading Response Due*

### Th 2.17 Darwin among the Muslim Reformers (II)

- Sarah Qidwai, "Darwin or Design: Sir Sayyid Ahmad Khan's Views on Human Evolution," in *The Cambridge Companion to Sayyid Ahmad Khan*, ed. Yasmin Saikia and Raisur Rahim (Cambridge: Cambridge University Press, 2018)
- Jamal al-Din al-Afghani, "The Refutation of the Materialists" (excerpts), in *An Islamic Response to Imperialism: Political and Religious Writings of Sayyid Jamal al-Din "al-Afghani"* (Berkeley, CA: University of California Press, 1983).

## **Part III: Creationism and the Fundamentalist Controversy in the United States**

### T 2.22 Evolution and the Challenge of Higher Criticism

- Read: Ronald Numbers, "Creationism in the Fundamentalist Controversy," in *The Creationists* (Cambridge, MA: Harvard University Press, 2006), 51-68.
- T.T. Martin, *Hell and the High Schools* (Kansas City: Western Baptist Publishing, 1923), 147-59.

### Th 2.24 The Scopes Trial in Its Time

- Edward J. Larson, "Jockeying for Position," pp. 111-146 in *Summer for the Gods: The Scopes Trial and America's Continuing Debate Over Science and Religion* (New York: Basic Books, 1997).
- Jeffrey P. Moran, "Reading Race into the Scopes Trial: African American Elites, Science, and Fundamentalism," *Journal of American History* 90 (2003): 891-911.
- William Jennings Bryan, "God and Evolution," in *Creation-Evolution Debates*, vol. 2, ed. Ronald L. Numbers (New York: Garland, 1995), 1-9.

#### *Second reading analysis due*

### T 3.1 Library Visit I

*Work with Religion and Science Collection in Rare Books Room: midterm paper*

### Th 3.3 Library Visit II

*Work with Religion and Science Collection in Rare Books Room: midterm paper*

### T 3.8 The Scopes Trial Reinterpreted

- Edward J. Larson, "Choosing Sides," pp. 87-110 in *Summer for the Gods: The Scopes Trial and America's Continuing Debate Over Science and Religion* (New York: Basic Books, 1997).
- Watch *Inherit the Wind* (dir. by Stanley Kramer, 1960)

#### **Part IV: "Creation Science": New Approaches to Contesting Evolution in the U.S., 1961-2005**

##### Th 3.10 Noah's Flood as Geological Theory

- Ronald L. Numbers, "John C. Whitcomb, Jr., Henry M. Morris, and *The Genesis Flood*," in *The Creationists* (Cambridge, MA: Harvard University Press, 2006), 208-38.
- John C. Whitcomb, and Henry M. Morris, *The Genesis Flood: The Biblical Record and Its Scientific Implications* (Philadelphia: Presbyterian and Reformed Publishing, 1961), selections.

#### ***Friday 3.11 Midterm Essay Due***

#### **SPRING BREAK**

##### T 3.22 Why Creation *Science*?

- Christopher Toumey, "Modern Creationism and Scientific Authority," *Social Studies of Science* 21 (1991): 681-99.
- John C. Whitcomb, and Henry M. Morris, *The Genesis Flood: The Biblical Record and Its Scientific Implications* (Philadelphia: Presbyterian and Reformed Publishing, 1961), selections.

#### ***Third reading analysis due***

##### Th 3.24 Creationists Build Institutions: Creation Science Research

- Ronald L. Numbers, "Creation Research Institutes," in *The Creationists* (Cambridge, MA: Harvard University Press, 2006), 312-28.
- Susan Trollinger and William Trollinger, Jr., "Museum," pp. 16-63 in *Righting America at the Creation Museum* (Baltimore: Johns Hopkins University Press, 2006).
- Explore [www.creationmuseum.org](http://www.creationmuseum.org)

##### T 3.29 Visit to UW Geology Museum (tentative)

#### ***Third reading response due*** (on [creationmuseum.org](http://creationmuseum.org))

##### Th 3.31 The Legal History of Creationism in the U.S.

- Edward J. Larson, "Outlawing Creation, 1981-1990," pp. 156-184 in *Trial and Error: The American Controversy over Creation and Evolution*, 3<sup>rd</sup> ed. (Oxford: Oxford University Press, 2003).
- Excerpts from opinions of the U.S. Supreme Court in *Epperson v. Arkansas* (1968) and *Edwards v. Aguillard* (1987).

##### T 4.5 Intelligent Design: Creationism by Another Name?

- Watch *Judgment Day: Intelligent Design on Trial* (on Canvas)

#### ***Fourth reading response due***

## **Part V: The Globalization of Creationism**

### Th 4.7 Turkey: The Strange Case of Harun Yahya

- Ronald L. Numbers, "Creationism Goes Global," in *The Creationists* (Cambridge, MA: Harvard University Press, 2006), pp. 399-431.
- Harun Yahya, *The Atlas of Creation* (excerpts)

### T 4.12 Jewish Creationism

- Geoffrey Cantor and Marc Swelitz, eds., *Jewish Tradition and the Challenge of Darwinism* (Chicago: University of Chicago Press, 2006), excerpts.

### *Fourth reading analysis due*

### Th 4.14 Indigenous Creationisms

- Robert Layton, "The Politics of Indigenous 'Creationism' in Australia," in *Cultures of Creationism: Anti-Evolutionism in English-Speaking Countries*, ed. Simon Coleman and Leslie Carlin (Aldershot, England: Ashgate, 2004), pp. 145-165.
- Vine Deloria, *Evolution, Creationism, and Other Modern Myths: A Critical Inquiry* (Golden, CO: Fulcrum, 2002), excerpts.

### *Fifth reading response due.*

### T 4.19 Library Visit III

- Work with Religion and Science Collection in Rare Books: final paper

### Th 4.21 Library Visit IV

- Work with Religion and Science Collection in Rare Books: final paper

### T 4.26 Creationism Connected: the Kansas School Board Case

### Th 4.28 **NO FORMAL CLASS MEETING**

*All students will have individual meetings with me this week to discuss final research projects.*

### T 5.3 The Future of Creationism

- Stefaan Blancke, et al., "Creationism in Europe: Facts, Gaps, and Prospects," *Journal of the American Academy of Religion* 81 (2013), 996-1028.

### Th 5.5 Concluding Discussion

**Final Paper Due Tuesday 5/10 at 5pm.**