



WR-211 Religion, Science and Freedom

Summer 2016 Syllabus

Course Information

Instructor Information

Instructor Name: Imad-ad-Dean Ahmad, Ph.D.

Office:

Office Hours: M-F 4:10 - 5:30 p.m.

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Course Description

This course explores the sometimes conflicted relationship of religion, science, and freedom in a variety of cultural, historical, and religious contexts, including Christianity, Islam, and Communist China. Questions to be examined include how religion and science advance or impede intellectual freedom; how they are benefited or hurt by intellectual freedom; and how metaphors drawn from religion and science shape our perceptions of the nature of freedom.

Wesley Curricular Objectives

[Listed here](#) or [link to catalog](#)

Course Objectives

Jesus is reported to have said, "Ye shall know the truth and the truth shall make you free." "What is truth?" asked Pilate. Today there are many who believe that either religion or science has a monopoly on the truth and one or the other leads to freedom. At the same time, as Lincoln noted "There has never been a good definition of the word liberty." In this course we shall look at the interaction among these three concepts in a variety of historical periods and from the perspective of a number of disciplines including dramatic literature, philosophy, and economics. In what ways does religion advance or impede freedom and to what extent is religion benefited or hurt by freedom? In what ways does science advance or impede freedom and to what extent is science benefited or hurt by freedom? In what ways do the metaphors taken from religion and from science affect our freedom both in terms of our perceptions of the limits of our freedom of will and in the degree of oppression in the political structures coming arising from the attempts to purify or socially engineer the societies in which we live?

We shall look at literary representations of the issues, historical analyses, and philosophical discourses. Classes will divide time more or less equally between lecture and discussion. **Students must complete all required reading before classes begin.** This will maximize discussion time and permit lectures to develop rather than merely repeat material in the reading.

Text Books and Course Materials

Books required to be purchased are:

- Coming of Age in the Milky Way, by Timothy Ferris. Available at our campus bookstore or on Amazon.
- Signs in the Heavens: A Muslim Astronomer's Perspective on Religion and Science (second edition), by Imad-ad-Dean Ahmad. Available at our campus bookstore or on Amazon or from Dr. Ahmad.
- Additional short readings may be required and will be made available through our course Blackboard site.

Recommended Readings

Supplementary readings are listed in class schedule.

Technical Requirements

Microsoft Windows 7 or Higher

- Windows 7, Windows 8, 8.1, or 10 (10 is due out summer 2015)
- Intel Pentium 4 2.33 GHz or faster CPU and at least 4 GB memory is recommended
- Up-to-date version of [Adobe Flash Player](#)
- Up-to-date version of [Microsoft Windows Media Player](#) (or other software that can play videos)
- Up-to-date Word processor and presentation package (Word and PowerPoint 2010 or newer)

Mac OS/X

- Mac OS X 10.8x or newer
- Intel processor and at least 4 GB of RAM
- Up-to-date version of [Adobe Flash Player](#) (or see VLC below to play Adobe Flash FLV/F4V files)
- Up-to-date word processor and presentation package (Mac Office 2011 or new or iWorks 09 or newer – must be able to save documents as .doc file)
- One of the following media players
 - [VideoLAN VLC media player](#)
 - [Up To Date Quick Time](#)

Other Required Materials

None.

Student Learning Outcomes/Goals

Students must submit a set of responses to the reading assignments (a least one page [250 words] per class, a total of) due by 5 p.m. of the Friday before class begins. There will be a half hour exam at the end of each of the last four days of class and a term paper is due by ???!. **The grade will be**

assigned on the basis of reading responses (25%), classroom participation (25%), the four exams (25%), and a 15-page term paper (25%). Students shall select some issue or historical event for their paper and discuss the subject in depth from the vantage of the themes of the course. All required reading and some of the supplementary texts will either be placed on reserve at Library, or are available on line on Blackboard.

Topic Outline/Schedule

Class 1. Introduction

7/11/16 9 a.m.

Dr. Ahmad introduces himself and presents an overview of the history of science in the context of the class concerns and definitions of the concepts of religion, science and freedom and view a video of *Antigone*.

Class 2. The Meaning of Law and the Basis of Authority

7/11/16 12:30 p.m.

We discuss the relationship between truth and freedom. We discuss the video of *Antigone* and compare what the terms "law" and "authority" mean to a religious scholar, to a scientist, and to a politician. We compare the concepts of positive law and natural law and consider arguments on their relative merits and dangers regarding liberty.

Required

John Locke, *An Essay Concerning the True Original Extent and End of Civil Government*. (1690) Chs. 2, 4, 6, 9, 11 and 18. <http://www.let.rug.nl/usa/documents/1651-1700/john-locke-essay-on-government/> (accessed 6/4/16).

Supplementary

F. A. Hayek, "The Legal and Political Philosophy of David Hume," in *Studies in Philosophy, Politics and Economics* (Chicago: Univ. of Chicago 1967), pp. 106-121.

Montesquieu, *The Spirit of the Laws*, trans. By Thomas Nugent (New York: Hufner), Book I.

http://www.constitution.org/cm/sol_01.htm

Sophocles, *Antigone* (any edition).

Class 3. The Philosophers

7/12/16 9 a.m.

We make a quick survey of the views of the Greek and Muslim philosophers on the nature of knowledge and of freedom. We examine the case of the Mu`tazilites who dominated Islamic civilization at its apex. Patrons of the sciences, they called themselves "the partisans of justice and unity" and defended the doctrine of free will seeing man as the author of his acts and upholding reason as the highest norm. We inquire to what degree and in what ways is authoritarianism in religion promoted by and what degree and in what ways a violation of the fundamental principles of the concept of the Supremacy of the Divinity.

Required

Timothy Ferris, *Coming of Age in the Milky Way* (New York: Harper Collins, 2003). chs. 1-2.

Supplementary

William A. Wallace, "A History of Science and Faith," in *Transfiguration: Elements of Science and Christian Faith*, ed. S. M. Postiglione (St. Louis: ITEST Faith/Science Press, 1993) pp. 7-15.

William A. Wallace, "Science and Religion in the Thomistic Tradition," *The Thomist* 65.3 (2001): 441-463.

William A. Wallace, "Fides et Ratio: The Compatibility of Science and Religion," address given at the Eighteenth Workshop for Bishops of the National Catholic Bioethics Center held in Irving, Texas, February 5-9, 2001 (in press).

Marshall G. S. Hodgson, "Muslim Personal Piety," 384-392, "Speculation: Falsafah and Kalâm," 431-442 in *The Venture of Islam: Conscience and History in a World Civilization I* (Chicago: Univ. of Chicago Press, 1973).

Al-Farabi, *The Political Writings*, Charles E. Butterworth, trans. (Ithaca: Cornell University Press, 2001) pp. 87-113.

A. J. Wensinck, *Muslim Creed: Its Genesis and Historic Development* (London: Frank Cass and Co. 1932) pp. 58-101.

Lynn White, Jr. *Medieval Religion and Technology in the Middle Ages*, (Los Angeles: U. Cal. Press 1986) pp. 1-22, 75-92.

Class 4. The Birth of Modern Science and Epistemology

7/12/16 12:30 p.m.

We survey the explosion of scientific research under Muslim civilization and how a new epistemology in which critical review of authority and independent experiment act as checks on pure reason helped to distinguish modern science from "natural philosophy."

Required

Ibn Rushd, *The Book of the Decisive Treatise Determining the Connection Between the Law and Wisdom*, Charles E. Butterworth, trans. (Provo, UT: Brigham Young Univ. Press, 2001) pp. 1-33.

Imad A. Ahmad, *Signs in the Heavens: A Muslim Astronomer's Perspective on Religion and Science* (Beltsville, MD: Writers Inc. Intl., 1992), ch. 4.

William A. Wallace, "Thomas Aquinas" in *Dictionary of Scientific Biography*, vol. 1, C. C. Gillispie, ed. (New York: Charles Scribner's Sons, 1980), pp. 196-200.

Supplementary

Ahmad Dallal, "Science, Medicine and Technology: The Making of a Scientific Culture," *The Oxford History of Islam*, John Esposito, ed. (New York: Oxford, 1999), pp. 155-213.

Abu Hamid Al-Ghazali, *The Incoherence of the Philosophers*, Michael E. Marmura, trans. (Provo, UT: Brigham Young U. Press, 1997 or 2000) Introduction (1-11), Discussions 2-3 (47-77).

- William A. Wallace, "Albertus Magnus" in *Dictionary of Scientific Biography*, vol. 1, C. C. Gillispie, ed. (New York: Charles Scribner's Sons, 1980), pp. 99-103.
- William A. Wallace, "Thomas Aquinas and Thomism," in *The History of Science and Religion in the Western Tradition*, Gary B. Ferngren, ed. (New York and London: Garland Publishing 2000), Inc., pp. 137-140.
- William A. Wallace, "A History of Science and Faith," in *Transfiguration: Elements of Science and Christian Faith*, ed. S. M. Postiglione, St. Louis: ITEST Faith/Science Press, 1993, pp. 17-23.
- William A. Wallace, "Thomas Aquinas" in *Dictionary of Scientific Biography*, vol. 1, C. C. Gillispie, ed. (New York: Charles Scribner's Sons, 1980), pp. 196-200.
- William A. Wallace, "Foreword," *American Catholic Philosophical Quarterly*, 70 #2, 1-6.
- William A. Wallace, "Albert the Great's Inventive Logic: His Exposition of the Topics of Aristotle," *American Catholic Philosophical Quarterly*, 70 # 2, 11-39.
- William A. Wallace, *From a Realist Point of View: Essays on the Philosophy of Science*. (Washington, D.C.: University Press of America, Second Edition, 1983. Pp. x + 340.

A HALF-HOUR EXAM WILL BE GIVEN AT THE END OF CLASS 4

Class 5. The Copernican Revolution

7/13/16 9 a.m.

We look at the scientific and religious issues surrounding the Galileo affair and we take a detailed look at Galileo and his experience with the Inquisition. Was the persecution due to a collision between science and religion or between old and new science? We discuss the significance of the Galileo trial on world history and discuss how Newton's physics created a new paradigm for modern thought. We will explore God in Newton's Physics and how it has influenced thought on free will and on religion.

Required

- Imad A. Ahmad, *Signs in the Heavens: A Muslim Astronomer's Perspective on Religion and Science* (Beltsville, MD: Writers Inc. Intl., 1992), ch. 6.
- Timothy Ferris, *Coming of Age in the Milky Way* (New York: Harper Collins, 2003). chs. 4-6.
- William A. Wallace, "Galileo's Science and Trial of 1633," *The Wilson Quarterly* 7 (1983), pp. 154-164.
- William A. Wallace, "Galileo's Trial and Proof of the Earth's Motion," *Catholic Dossier* v. 1, #2 (1995), pp. 7-13.
- William A. Wallace, "A History of Science and Faith," in *Transfiguration: Elements of Science and Christian Faith*, ed. S. M. Postiglione, St. Louis: ITEST Faith/Science Press, 1993, pp. 23-31.

Supplementary

- Arthur O. Lovejoy, *The Great Chain of Being: A Study of the History of an Idea* (Cambridge, MA: Harvard Univ. Press, 1936), chs. III-IV (pp. 66-143).
- Galileo Galilei, *Sidereus Nuncius (The Sidereal Messenger)* (Chicago: Univ. of Chicago Press, 1989).

- Thomas Kuhn, *The Structure of Scientific Revolutions* 3rd ed. (Chicago: Univ. of Chicago Press 1996), 92-135.
- William A. Wallace, *Galileo's Early Notebooks: The Physical Questions. A Translation from the Latin, with Historical and Paleographical Commentary* (Notre Dame: The University of Notre Dame Press, 1977) pp. xiv + 321.
- William A. Wallace, *Prelude to Galileo: Essays on Medieval and Sixteenth-Century Sources of Galileo's Thought*, *Boston Studies in the Philosophy of Science*, 62. (Dordrecht-Boston: D. Reidel Publishing Co., 1981).
- William A. Wallace, *Galileo and His Sources: The Heritage of the Collegio Romano in Galileo's Science*. Princeton: Princeton University Press, 1984.
- William A. Wallace, ed., *Reinterpreting Galileo*, *Studies in Philosophy and History of Philosophy* 15, Washington: The Catholic University of America Press, 1986.
- William A. Wallace, and W. F. Edwards, *Galileo Galilei, Tractatio de praecognitionibus et praecognitis and Tractatio de demonstratione*. Transcribed from the Latin autograph by W. F. Edwards, with an introduction, notes, and commentary by W. A. Wallace. (Padua: Editrice Antenore, 1988).
- William A. Wallace, *Galileo, the Jesuits and the Medieval Aristotle*, *Collected Studies Series*, CS346. (Aldershot, UK: Variorum Publishing, 1991).
- William A. Wallace, *Galileo's Logic of Discovery and Proof. The Background, Content, and Use of His Appropriated Treatises on Aristotle's Posterior Analytics*. (Boston Studies in the Philosophy of Science, 137. Dordrecht-Boston-London: Kluwer Academic Publishers, 1992).
- William A. Wallace, *Galileo's Logical Treatises. A Translation, With Notes and Commentary, of His Appropriated Latin Questions on Aristotle's Posterior Analytics. Boston Studies in the Philosophy of Science*, 138. Dordrecht-Boston-London: Kluwer Academic Publishers, 1992.
- William A. Wallace, *The Scientific Methodology of Theodoric of Freiberg. A Case Study of the Relationship Between Science and Philosophy. Studia Friburgensia*, N.S. 26, Fribourg: The University Press, 1959. pp. xviii + 395.
- William A. Wallace, *Cosmogony* [St. Thomas Aquinas, *Summa Theologiae*, Vol. 10 (1a.65-74)]. New York and London: McGraw-Hill Book Co., 1967. Pp. xxiii + 255.
- William A. Wallace, *Causality and Scientific Explanation*. Vol. 1. Medieval and Early Classical Science. Ann Arbor: University of Michigan Press, 1972. xii + 288 pp. Reprinted in 1981.
- William A. Wallace, *Causality and Scientific Explanation*. Vol. 2. Classical and Contemporary Science. Ann Arbor: The University of Michigan Press, 1974. Pp. xi + 422. Reprinted in 1981.
- William A. Wallace, *The Elements of Philosophy: A Compendium for Philosophers and Theologians*, New York: Alba House, 1977. Pp. xx + 342.
- William A. Wallace, *The Modeling of Nature: Philosophy of Science and Philosophy of Nature in Synthesis*, Washington D.C.: The Catholic University of America Press, 1996.

Class 6. Freedom, Religion, and the Market: Part 1

7/13/16 12:30 p.m.

Dr. Ahmad introduces basic economic concepts and lectures on the relationship of religion and freedom from an economic perspective with special emphasis on Islamic and Christian conceptions.

Required

Imad-ad-Dean Ahmad, "Islamic Social Thought," in *Religion, Economics and Social Thought*, in W. Block and I. Hexham, eds. (Vancouver: Fraser Inst.) pp. 465-491.
Adam Smith, *The Wealth of Nations*, Book IV "Of Systems of Political Economy," chs. 1-2.
<http://www.econlib.org/library/Smith/smWN.html>.

Supplementary

John Locke, *An Essay Concerning the True Original Extent and End of Civil Government*. Ch. 5.
Montesquieu, *The Spirit of the Laws*, trans. By Thomas Nugent (New York: Hufner), Book XX.
http://www.constitution.org/cm/sol_20.htm.

NCCB, "Economic Justice for All" (1986).

Pope Leo XIII, *Rerum Novarum* (1891).

Pope Pius XI, *Quadragesimo Anno* (1931).

Pope John XXIII, *Mater et Magistra* (1961).

Pacem in Terris (1963).

Pope Paul VI, *Progressio populorum* (1967).

Pope Pau; VI, *Octogesimo adveniens* (1971).

Pope John Paul II, *Sollicitudo rei socialis* (1987).

Wali ad-Din Ibn Khaldun, *The Muqqadamah: An Introduction to History*, Franz Rosenthal, trans. (Princeton: Princeton Univ. Press) vol. I, pp. 89-93, 258-261; vol. II, pp. 89-137, 270-297.

Max Weber, *The Protestant Ethic and Spirit of Capitalism* (New York: Scribner & Sons, 1976), chs. 2-5, pp. 47-183.

A HALF-HOUR EXAM WILL BE GIVEN AT THE END OF CLASS 6

Class 7. The Two Sides of the Enlightenment: Darwinism, Scientism, Genetics, and Free Speech

7/14/16 9 a.m.

Like the "Force" in Star Wars, the enlightenment has its bright and its dark sides. The materialist philosophy has acquired some aspects of a religious force in human affairs. We examine secularism as a sort of religion and how it has influenced modern life. We shall compare the actual history of the Scopes trial against the mythology that survived it. We consider the consequences of substituting materialist values for spiritual ones. We look at the American scientists and social activists of the eugenics movement, whom the Nazis credited as their antecedents. We also look at the abuse of power by a scientist in the Lysenko affair.

Required

Timothy Ferris, *Coming of Age in the Milky Way* (New York: Harper Collins, 2003). ch. 13.
Margaret Sanger, *The Pivot of Civilization*. (NY: Brentano's Press 1922) pp. 80-123.
<http://www.gutenberg.org/files/1689/1689-h/1689-h.htm>. Accessed 6/6/16.

Supplementary

Karen Armstrong, *The History of God: The 4000-Year Quest of Judaism, Christianity and Islam* (New York: Knopf, 1994), pp. 293-376.

Jerome Lawrence and Robert E. Lee, *Inherit the Wind* (Bantam 1982).

Ronald Numbers, *Darwinism Comes to America* (Cambridge: Harvard Univ. Press 1998), pp. 76-91.

Sheldon Norman Grebstein, ed., *Monkey Trial: The State of Tennessee vs. John Thomas Scopes* (Boston: Houghton Mifflin, 1960).

Kenneth R. Miller, *Finding Darwin's God* (Cliff Street Books 1999).

Steven Selden, *Inheriting Shame: The Story of Eugenics and Racism in America* (Advances in Contemporary Educational Thought Series 1999) 52-53.

Class 8. Relativity, Quantum Mechanics, and Chaos Theory: Their Implications for Truth and Freedom **7/15/16 9 a.m.**

We examine the use and misuse of metaphors from science. Did Einstein prove that "everything is relative?" or did he show the implications of the fact that the speed of light is a constant? Does quantum mechanics imply that knowledge is impossible or does it simply refute the view of a mindlessly deterministic universe? Do the various insights of chaos theory on the limits of the predictability of complex systems mean that economic planning is impossible or does it spell the end of social engineering?

Required

Timothy Ferris, *Coming of Age in the Milky Way* (New York: Harper Collins, 2003). chs. 14-16.

Supplementary

David Bohm, *Wholeness and the Implicate Order* (New York: Routledge. 2002) 89-97, 153-189.

James Gleick, *Chaos: Making a New Science* (New York: Viking Penguin 1987).

F. A. Hayek, "The Theory of Complex Phenomena," in *Studies in Philosophy, Politics and Economics* (Chicago: Univ. of Chicago 1967), pp. 22-42.

A HALF-HOUR EXAM WILL BE GIVEN AT THE END OF CLASS 8

Class 9. The Twentieth Century Conflicts / Purpose of Law Revisited 7/15/16 9 a.m.

We search for reasons that physicists lead the uprising against the communist Chinese authorities that climaxed at Tienanmen Square. We revisit the question of the nature of law (scientific, human, and divine) in the light of the material covered previously.

Required

Timothy Ferris, *Coming of Age in the Milky Way* (New York: Harper Collins, 2003). ch. 20.

Supplementary

H. Lyman Miller, *Science and Liberal Dissent in Post-Mao China: The Politics of Knowledge* (Univ. of Washington Press 1996) pp. 17-29, 136-182, 219-222.
Frederic Bastiat, *The Law*. (Irvington-on-Hudson, NY: Foundation for Economic Education 1984).
F. A. Hayek, "Rules, Perception and Intelligibility," in *Studies in Philosophy, Politics and Economics* (Chicago: Univ. of Chicago 1967), pp. 43-65.

Class 10. The Purpose and Limits of Government

7/15/16 12:30 p.m.

We examine the nature of human government and its relationship to religion.

Required

Henry David Thoreau, "Civil Disobedience," in Waldo R. Browne, (NY: Huebich).
http://www.transcendentalists.com/civil_disobedience.htm. Accessed 6/6/16.
Alexis de Tocqueville, *Democracy in America*, George Lawrence, *trans.* (New York: HarperCollins, 2000), Vol. I, "The Idea of Rights in the United States" (pp. 237-240), "Respect for Law in the United States" (240-241), "Tyranny of the Majority" (250-253), "Effect of the Omnipotence of the Majority on the Arbitrary Power of American Officials" (253-254), "The Greatest Danger to the American Republic Comes from the Tyranny of the Majority" (259-261), "Absence of Administrative Centralization" (262-263). Vol. II, Part I Chapter 2 "Concerning the Principal Source of Beliefs Among Democratic Peoples" (pp. 433-436), Chapter 5 "How Religion in the United States Makes Use of Democratic Instincts" (442-449), Part II, Chapter 8 "How the Americans Combat Individualism by the Doctrine of Self-Interest Properly Understood" (525-528), Chapter 9 "How the Americans Apply the Doctrine of Self-Interest Properly Understood to Religion" (528-530). <http://www.gutenberg.org/files/815/815-h/815-h.htm>. Accessed 6/6/16.

A HALF-HOUR EXAM WILL BE GIVEN AT THE END OF CLASS 10

This schedule is subject to change.

Course Requirements

Attendance

Attendance is mandatory. No more than 3 absences are permitted.

Participation

Attendance constitutes half your class participation grade. The remainder will be based on frequency of participation, understanding of the material, originality of thought, articulateness of expression. Students must participate in all interactive aspects of the course.

Graded Activities/Assignments

Students must submit a set of responses to the reading assignments (a least one page [250 words] per class, a total of) due by 5 p.m. of the Friday before class begins. There will be a half hour exam at the end of each of the last four days of class and a term paper is due by July 29th. **The final grade will be assigned on the basis of:**

Reading Responses:	25%
Classroom participation:	25%
Four exams:	25%
15-page term paper:	25%

Reading Responses – Nine reading responses of at least one page (250 words) each are due by 5 p.m. Friday before the classes start, through Blackboard. These are designed to ensure that you have done the reading in advance. Evaluation of the reading responses will be based half on how convincingly you evidence having read the assignments for meaning and half on the same factors upon which the term paper shall be judged.

Classroom participation - Attendance constitutes half your class participation grade. The remainder will be based on frequency of participation, understanding of the material, originality of thought, articulateness of expression. Students must participate in all interactive aspects of the course.

Exams – there will be four exams relating to course readings, lectures, videos, and discussions . All exams will have two parts. Some sort of quick questions (or matching, T/F, etc.) and short essays.

15-page term paper - Evaluation of the term paper will be based on style, clarity, understanding, and originality. Please note that proper grammar, spelling, etc. is mandatory and fault in any of these areas will count against your grade. You will be expected to incorporate into your discussion a comprehensive articulation of what you have learned from the course. Properly cite all sources. Plagiarism will not be tolerated. More details about the term paper will be provided before the end of classes. The term paper must be submitted no later than 5 p.m. on July 29.

Late work Policy

Late work will be accepted with a severe penalty for the first day late and smaller penalties for each additional day. No work will be accepted three weeks after the end of class.

Viewing grades

Assignment grades will be on Blackboard and can be accessed by clicking MyGrades in the course menu. Final grades will not be on Blackboard, final grades can be seen only on Wesley Web.

Grade schema

94 – 100 = A (Excellent/Outstanding)

90 – 93 = A- (Excellent/Outstanding)

87 – 89 = B+ (Very Good)

84 – 86 = B (Good)

80 – 83 = B- (Adequate)

77 – 79 = C+ (Adequate)

74 – 76 = C (Adequate)

70 – 73 = C- (Substandard)

67 – 60 = D (Inadequate/Poor)

59 – 0 = F (Unacceptable)

Course Policies

Emphasis of rules and course expectations include but not limited to the following:

- students are expected to learn how to navigate in Blackboard Learn
- students are expected to address technical problems immediately
- students are expected to keep abreast of course announcements
- students are expected to use their Wesley Seminary email as opposed to a personal email address
- students are expected to keep instructor informed of class related problems, or problems that may prevent the student from full participation

Inclusive Language Policy

Bearing in mind that language reflects, reinforces, and creates social reality, the Seminary expects class conversation and written work to employ language that respects the equal dignity and worth of all human beings. In particular, linguistic sexism and racism are to be avoided.

Weather Policy:

If the Seminary is open, we will have class. If the Seminary is closed, class is cancelled. If the Seminary is closed, there will be an announcement on the Wesley web site as well as a recorded message at the main switchboard number: 202-885-8600. I will also send the class an email via Blackboard, which uses your Wesley email address.

Accommodations/Disability Support

Once admitted to Wesley, students needing accommodations are encouraged to communicate with the Associate Dean for Community Life. Students should submit to the Office of Community Life relevant, current documentation from a qualified professional, which will be evaluated by a consultant with a degree in special education. All accommodations for classes are made by the Office of Community life on behalf of the student.

Academic Dishonesty

Plagiarism is regarded as a serious offence and will result in substantial penalties, including the possibility of academic dismissal. Wesley Theological Seminary regards the following as forms of plagiarism or dishonesty:

- Copying from another student's paper
- Giving or receiving unauthorized assistance to or from another student during an examination
- Using unauthorized material during an examination
- Borrowing and presenting as one's own (i.e., without proper attribution) the composition or ideas of another, whether from books, a friend, or the Internet.
- Submitting as one's own work a paper written (or partially written) by another.

In questions of academic dishonesty (including cheating on exams or papers and plagiarism), the professor will report the circumstances of the case to the Dean. In first instances of proven plagiarism or dishonesty, the student will receive a "Fail" grade for the course. Second instances will result in automatic separation from the Seminary. Please see the Wesley Theological Seminary Catalog for further details.

SafeAssign

You may be asked to submit one or more of your writing assignments to Blackboard's SafeAssign plagiarism prevention service. Assignment content will be checked against Internet sources, academic journal articles, and the papers of other Wesley Theological Seminary students for common or borrowed content. SafeAssign generates a report that highlights any potentially unoriginal text in the submitted paper. The report may be submitted directly to the instructor or the instructor may elect to have students submit initial drafts through SafeAssign so that you will receive the report allowing the opportunity to make adjustments and ensure that all source material has been properly cited.

Blackboard Tracking

Blackboard Learn automatically records all student and faculty activities including: the first and last access to the course, the pages accessed, the number of discussion messages read and sent, chat room discussion text, and posted discussion topics. This data can be accessed by the instructor to evaluate class participation and to identify participants having difficulty, or to verify academic honesty.

Technical Support

Students must attempt to solve technical problems, and contact their instructor when technical problems do arise.

If you experience technical problems, please exercise one or all of the following options:

- Blackboard Training Materials
- Call Blackboard Support at (202) 885-6091
- Email Blackboard Support at edtech@wesleyseminary.edu

If you have lost your password, or have a problem that is not specifically Blackboard related, please contact Solutionworx at support@solutionworx.com or by phone at (703) 961-1840

Other Resources

- Library hours can be found here <https://www.wesleyseminary.edu/en-us/library/generalinformation.aspx>
- Information on access the library databases from off campus can be found here [http://wesleyseminary.libguides.com/content.php?pid=137050&sid=2514395,](http://wesleyseminary.libguides.com/content.php?pid=137050&sid=2514395)

You may also want to include information on the Writing Center, International Student Services, commuter spaces and policies, and any other information that may help students be successful in their assignments.