

**SPECIAL TOPICS IN PSYCHOLOGY:
SCIENTIFIC AND THEOLOGICAL PERSPECTIVES ON ALTRUISM AND LOVE
SPRING 2006
SCHOOL OF NATURAL AND SOCIAL SCIENCES**

- I. Title: PSY4089, Special Topics in Psychology: Scientific and Theological Perspectives on Altruism and Love
- II. Credit: 3 credit hours; 3 classes per week; MWF 1:50 – 2:50 PM; FA103
- III. Professor: Ron Wright, Ph.D.; Office: RH139G; Phone: 392-6868 ext. 3705; e-mail: ron.wright@mvnu.edu
- IV. Course Description:
This is an upper-division course designed to introduce students to the various perspectives on altruism and love that exist in the scientific, theological, and philosophical literature. In particular the literature of sociobiology, evolutionary psychology, game theory, neuropsychology, process theology and philosophy, and Wesleyan theology will be addressed. The overarching philosophy of this course is grounded in an approach to the Wesleyan quadrilateral, which suggests that there needs to be “resonance” (Brown, 2004) between the four points (Scripture, tradition, reason, and experience) of the quadrilateral. Underlying this approach is the view that a “faithful science” (a science that takes theology seriously), while still employing rigorous scientific methodologies, may have different assumptions as a starting point that impact interpretations of results. This course will assume that while altruism may exist in a natural state in humanity, person’s need to have this natural state transformed through God’s grace into “holy tempers” that reflect the participation of humanity with God’s grace to pursue “human flourishing” and develop into “icons of the trinity.” Prerequisites: PSY1013G, General Psychology and the General Education requirement of a Natural Science course with Lab.
- V. Position of the course in the college curriculum:
This course is an upper-division elective course for psychology majors. It is an elective for all other students who meet the prerequisites.
- VI. Objectives of the course for the learner:
A) To be introduced to several approaches to the science and religion dialogue.
B) To develop familiarity with the acts of altruism of the town of Le Chambon.
C) To develop familiarity with the assumptions of evolutionary psychology and sociobiology regarding universal egoism and altruism.
D) To be introduced to some evolutionary models emphasizing cooperation and group selection.
E) To be introduced and develop familiarity with scientific studies emphasizing altruism as a part of human nature (e.g. neurobiology of love, research on altruism)
F) To be introduced to Christian theological perspectives on altruism and love.
G) To develop familiarity with a Wesleyan theological approach to understanding creation, the transformation of humanity’s nature through participation in God’s grace and the practices of the Church, and the renewal of the universe through God’s grace and love.
- VII. Departmental objectives promoted by the course:
Cognitive
A) To know and value the purpose of theory.
B) To understand scientific theories and principles.
C) Understand how scientific and biblical principles relate.
D) Think critically about scientific issues.
Affective
A) Appreciate how psychological principles apply to self and others in daily habits of life.
B) Value others as God does.
C) Empathize deeply with individuals experiencing tragedy and suffering.
Identity
A) Integrate personal faith and biblical principles with psychological/scientific theory and practice.
B) Sense one’s value as a child of God.
Performance
A) Transition effectively into graduate school in psychology or related disciplines.
B) Perform competently in graduate school in psychology or related disciplines.
C) Monitor one’s own behavior and its implication in the environment.

VIII. Texts:

- Barbour, I. (2000). *When science meets religion: Enemies, strangers, or partners?* New York: HarperSanFrancisco.
- Dawkins, R. (1990). *The selfish gene (2nd edition)*. Oxford: Oxford University Press.
- McGrath, A. (2005). *Dawkin's God: Genes, memes, and the meaning of life*. Malden, MA: Blackwell Publishing.
- Pinnock, C. H. (2001). *Most moved mover: A theology of God's openness*. Grand Rapids: Baker Academic.
- Post, S. G., Underwood, L. G., Schloss, J., & Hurlbut, W. B. (Eds.). (2002). *Altruism and altruistic love: Science, philosophy, and religion in dialogue*. Oxford: Oxford University Press.

Selected readings as noted in schedule:

- Brown, W. S. (2004). Resonance: A model for relating science, psychology, and faith. *Journal of Psychology and Christianity*, 23(2), 110-120.
- Grant, C. (2001). *Altruism and Christian ethics*. Chapters 1-3. Cambridge: Cambridge University Press.
- Waller, J. (2002). *Becoming evil: How ordinary people commit genocide and mass killing*. Handout on model of radical evil. Oxford: Oxford University Press.

IX. Course outline: (this is a tentative outline)

Summary of sections:

Section 1 – Approaches to the Science and Religion Dialogue: This section will provide students with a brief introduction to Ian Barbour's typology of how science and religion may interact (or not interact). We will then move into a discussion of a Wesleyan approach to the science and religion dialogue that attempts to find "resonance" between the four points of the quadrilateral (Scripture, tradition, reason, experience). Adding to this perspective will be discussion centered around "faithful science" (a science that takes theology seriously) and how that may change starting assumptions and therefore interpretation of data. As well as how theology takes in scientific knowledge and appropriately adjusts (in an orthodox manner).

Section 2 – A Potential Wesleyan Theological Framework?: This section will focus on Pinnock's book and how this text attempts to take Wesleyan convictions seriously, as well as how this theological understanding of God fits within the religion and science dialogue. Particularly, we will attempt to discuss if there is "resonance" with Pinnock's framework and current understandings from various disciplines within science.

Section 3 – Sociobiology, evolutionary psychology, and universal egoism : This section will focus on Dawkin's book and the assumptions of sociobiology and evolutionary psychology regarding universal egoism. Specifically, the work of Richard Dawkins, E. O. Wilson, and Robert Wright will be addressed and their arguments taken seriously on their own terms. In particular, ideas regarding the "selfish gene", aggression, kin selection, gender differences, reciprocal altruism, memes, and Darwinian morality will be addressed.

Section 4: Wrestling with universal egoism: This section will focus on McGrath's book and his critique of Dawkins, as well as other critiques of universal egoism. This section will also begin a discussion on the paradox of altruism ("It's nice to be nice").

Section 5: Is egoism the only game in town?: Altruism as part of human nature: This section will focus on Post's edited book and some of the work within the biological and social sciences that suggest that altruism is an independent axis within human nature and cannot be reduced to universal egoism. In particular, a model informed by Jim Waller's model for the development of radical evil will be suggested as a potential framework for understanding the development of altruism.

SCHEDULE

Reading Key –WSMR – When Science Meets Religion; MMM – Most Moved Mover; TSG = The Selfish Gene; DG – Dawkin's God; AAL – Altruism and Altruistic Love; S = Selected reading

DATE	READING/TOPIC	ASSIGNMENT DUE
2/1	Introduction/Syllabus	
2/3	<p>Section 1 – Approaches to the Science and Religion Dialogue</p> <p>Topic: What do science and religion have to say to each other?</p> <p>WSMR – Preface, Introduction, Ch. 1</p>	

2/6	Topic: What do science and religion have to say to each other? Video – “What the ‘bleep’ do we know!?” WSMR – Ch. 2 & Ch. 3 (Skim at least)	Discussion board response
2/8	Topic: What do science and religion have to say to each other? Video – “What the ‘bleep’ do we know!?” WSMR – Ch. 2 & Ch. 3 (Skim at least)	
2/10	Topic: What do science and religion have to say to each other? WSMR – Ch. 4	
2/13	Topic: What do science and religion have to say to each other? WSMR – Ch. 5 & 6	Discussion board response
2/15	Topic: A Wesleyan “resonance” model and the science and religion dialogue S - Warren Brown – “Resonance: A model for relating science, psychology, and faith” – Handout in class MMM – Preface & Introduction	
2/17	Section 2 – A Potential Wesleyan Theological Framework? Topic: Open and Relational Theism MMM – Ch. 1	
2/20	Topic: Open and Relational Theism MMM – Ch. 2	Discussion board response
2/22	Topic: Open and Relational Theism MMM – Ch. 3	Due: Section 1 Response Essay
2/24	Topic: Open and Relational Theism MMM – Ch. 4 & Conclusion	
2/27	Section 3 - Sociobiology, evolutionary psychology, and universal egoism Topic: Genes and survival TSG – Chs 1-2 – “Why are people?” and “The replicators”	Discussion board response
3/1	Topic : Genes and survival TSG – Chs. 3-4 – “Immortal coils” and “The gene machine”	Due: Section 2 Response Essay
3/3	Topic : Is aggression innate ? TSG – Chs. 5-6, “Aggression: stability and the selfish machine” and “Genesmanship”	
3/6	Topic: Its all in the family – kin-selection TSG – Chs. 7-8 – “Family planning” and “Battle of the generations”	Discussion board response
3/8	Topic: Gender differences TSG – Ch. 9 - “Battle of the sexes”	
3/10	Topic: Reciprocal altruism TSG – Ch. 10 – “You scratch my back, I’ll ride on yours”	
3/13	Topic: Genes and memes? TSG – Chs. 11-13 - “Memes: The new replicators”, “Nice guys finish first”, and “The long reach of the gene”	Discussion board response
3/15	Topic: Cleansing our palate? Video – Beyond the Gates of Splendor TSG – Chs. 11-13 - “Memes: The new replicators”, “Nice guys finish first”, and “The long reach of the gene”	

3/17	Topic: Cleansing our palate? Video – Beyond the Gates of Splendor TSG – Chs. 11-13 - “Memes: The new replicators”, “Nice guys finish first”, and “The long reach of the gene”	
3/20	No Class – Spring Break	
3/22	No Class – Spring Break	
3/24	No Class – Spring Break	
3/27	Section 4: Wrestling with universal egoism Topic: A critique of the assumptions of universal egoism S – Colin Grant – “Explanations for altruism” – Handout in class DG – “Encountering Dawkins: A Personal Account”	Discussion board response
3/29	Topic: A critique of the assumptions of universal egoism DG – Ch. 1 – “The Selfish Gene: A Darwinian View of the World”	Due: Thought Paper on Beyond the Gates of Splendor – Dawkins’ Style
3/31	Topic: A critique of the assumptions of universal egoism DG – Ch. 2 – “The Blind Watchmaker: Evolution and the Elimination of God?”	
4/3	Topic: A critique of the assumptions of universal egoism DG – Ch. 3 – “Proof and Faith: The Place of Evidence in Science and Religion”	Discussion board response
4/5	Topic: A critique of the assumptions of universal egoism DG – Ch. 4 – “Cultural Darwinism? The Curious ‘Science’ of Memetics”	
4/7	Topic: A critique of the assumptions of universal egoism DG – Ch. 5 – “Science and Religion: Dialogue or Intellectual Appeasement?”	
4/10	Section 5: Is egoism the only game in town?: Altruism as part of human nature Topic: Revisiting Waller’s model of radical evil – Applicability for altruism? S – Handouts of Waller’s model	Discussion board response Due: Section 4 Response Essay
4/12	Topic: The paradox of altruism S – Colin Grant – “Evidence of altruism” and “The elusiveness of altruism” – Handout in class	
4/14	No Class – Easter Break	
4/17	No Class – Easter Break	
4/19	Topic: Defining Altruism AAL – Introduction to Part I, Ch. 1 – “The ABCs of Altruism”, Ch. 2 – “Pythagorean Bodies and the Body of Altruism”	
4/21	Topic: Defining Altruism AAL – Ch. 3 – “Morality, Altruism, and Love”, Ch. 4 – “The Tradition of Agape”, Conclusion to Part I	

4/24	Topic: Human Motivation and Action AAL – Introduction to Part II, Ch. 5 – “The Human Experience of Compassionate Love”, Ch. 6 – “Addressing the Altruism Question Experimentally”	Discussion board response
4/26	Topic: Human Motivation and Action AAL – Ch. 7 – “Explicating Altruism”, Ch. 8 – “Extraordinary Acts of Ordinary People”, Conclusion to Part II	
4/28	Topic: Evolutionary Biology and Altruism AAL – Introduction to Part III, Ch. 9 – “A Darwinian Naturalist’s Perspective on Altruism”, Ch. 10 – “Relating Self, Others, and Sacrifice in the Ordering of Love”	
5/1	Topic: Evolutionary Biology and Altruism AAL – Ch. 11 – “The Fall and Rise and Fall and Rise and Fall and Rise of Altruism in Evolutionary Biology”, Ch. 12 – “Some Obstacles to Altruism”	Discussion board response
5/3	Topic: Evolutionary Biology and Altruism AAL – Ch. 13 – “Emerging Accounts of Altruism”, Conclusion to Part III	
5/5	Topic: The Science of Altruism AAL – Introduction to Part IV, Ch. 15 – “A Note on the Neurobiology of Emotions”, Ch. 17 - “The communication of emotions and the possibility of empathy in animals”	
5/8	Topic: The Science of Altruism AAL – Ch. 18 - “Empathy, evolution, and altruism”, Conclusion to Part IV	Discussion board response
5/10	Topic: Religion and Altruism AAL – Introduction to Part V, Ch. 19 – “Science and Religion on the Nature of Love”, Ch. 20 – “Separation, Attachment, and Altruistic Love”	
5/12	Topic: Wrapping things up	
5/17	Final Exam: 3:00 – 4: 50 PM	Due: Thought Paper on Beyond the Gates of Splendor – Altruistic models style

X. Academic procedures:

A) Participation is a major part of this class and should reflect your awareness of course content, familiarity with the readings, and application of the material to discussions or case studies. Regular class procedure will consist of discussion and group interaction. Each student will be required to participate in class exercises. You can best prepare yourself to become active in class by reading your text, completing assignments, thinking about questions discussed in class, and forming questions about concepts about which you are unclear. Your participation in class will help you understand the material at a deeper level and help you clarify issues that you may not have understood or about which you feel confused. **If a large percentage of the class is coming unprepared to class (not having read the material in a thoughtful manner and unprepared to discuss the material) daily quizzes will become part of the evaluation.**

B) Please come to class on time! Also please do not prepare to leave class until class is dismissed. Turn off or silence all pagers and/or cell phones unless needed for emergency purposes.

C) No late work will be accepted without penalty nor will any provision for makeup work be given. Any late work will be given half credit at best. “Late” is defined as 5 minutes past the deadline (by my watch). Assignments due at class time are due at the beginning of class, not the end. Any work turned into my box during class time will also be considered late. If you know you will be missing an assignment date you must contact me to arrange early completion of the assignment. While this is not meant to be punitive, and provisions will be made for emergency situations, don’t put off completing assignments to the last minute so that an unexpected situation makes it impossible for you to have a friend turn in the work in your absence.

D) I expect students to produce written work that is focused, well developed, organized, and free of grammatical, punctuation, and spelling errors. In addition, I expect students to construct 3-7 sentence paragraphs which are set off with topical and transitional sentences, substantiate generalizations with specific examples, and critically analyze, synthesize, and integrate material from the readings and class lectures into their paper. I will not accept papers that fall short of this standard. Papers that I do not accept may, at my discretion, be returned to the student for revision within a reasonable time with a grade penalty.

E) You are expected to abide by the university’s academic integrity policy. These policies are printed in the MVNU catalog and student handbook and include, but are not limited to the following domains: cheating, plagiarism, fabrication, misrepresentation, and attendance fraud.

F) If you need assistance with a disability that may affect your academic progress, please contact the Office of Academic Support at ext. 4540.

XI. Methods of evaluation:

Note: All written work will be graded according to the level of critical thinking displayed, thoughtfulness about the subject matter, use of pertinent examples, and the caliber of writing style.

A) **Attendance:** Although attendance will be taken regularly there are no attendance points for this class. **More than six unexcused absences will result in automatic failure of the course regardless of total points in class!**

B) **Discussion Board Responses (120 points):** Twelve sets of discussion board responses will be completed by each student, beginning with each Monday. These responses are assigned to encourage critical thinking, reflection, and understanding over our readings throughout the semester. These responses should be done in a thoughtful manner, providing examples/evidence from the readings where necessary. Part of the conviction underlying these assignments is that we all can learn from each other and a discussion board allows all student’s voices to be heard, as well as it models (hopefully) how a scholarly community functions through the sharing and critiquing (civilly) of ideas. There are no set questions for you to address. The discussion board will function as a place for you to react to, question, critique, and think through the readings and the issues brought up for you by the readings. There will be 12 sets of discussion questions that will require an initial post and than a response to one of the other posters. Both the initial post and the response should display the above characteristics, as well as scholarly civility (no sarcasm, demeaning, etc. will be tolerated!). All posts should be substantive (with no length requirement) and thoughtful (so “I agree with Bob” would not be a substantive post, but a thoughtful explanation of why you agreed with Bob would be a substantive post). The initial response to the reading should be posted *before class* on the day it is due. The discussion board has a time stamp so I will know when you post your messages. Any initial responses posted after class time will be regarded as late and will not count towards this grade. Your response to one of the other posters must be posted within a week (due dates are noted on the schedule). Up to 120 points can be earned for participation on the discussion board. Five points will be given to each initial response and five points for a response to a peer (although please feel free to respond to others as much as you like). Please see schedule for due dates.

C) Section Response Essays (150 points): Building on the discussion board responses, where you have the opportunity to think out loud with others your reactions to the readings, each student will complete three section response essays. These typewritten response essays are to be 2-4 pages each and should follow APA style in terms of citations and reference page. Each paper is worth 50 points. See schedule for due dates.

- 1) Response essay #1 – This paper should address how you are thinking about the science and religion dialogue in terms of what you find compelling about certain models and what you find lacking about certain models.
- 2) Response essay #2 – This paper should address how you are thinking about open theism and what you find problematic and/or compelling about this theological framework.
- 3) Response essay #3 – This paper should address how you are thinking about the critiques of Dawkins, sociobiology, and evolutionary psychology and what you are finding problematic and/or compelling about the critiques.

D) Thought Papers (200 points): Each student will complete two thought papers. Each typewritten thought paper is to be 3-5 pages of text and should follow APA style in terms of citations and reference page. Each paper is worth 100 points. See schedule for due dates.

- 1) Thought paper #1 – This paper should apply sociobiology and evolutionary psychology (e.g. Dawkins) to the film “Beyond the Gates of Splendor”. How would a sociobiologist/evolutionary psychologist explain the acts of the wives and families of the murdered missionaries? Present a critique of this position as well.
- 2) Thought paper #3 – This paper should apply models suggesting that altruism is an independent axis of human nature to the film “Beyond the Gates of Splendor”. How would such a model account for the altruistic acts of the wives and families of the murdered missionaries. Present a critique of this position as well.

XII. Evaluation:

Your grade will be based on the following:

1. Discussion board responses	120 points
2. Section response essays	150 points
3. Thought papers	<u>200 points</u>
	470 points

A = >93%	B = 83 - 87%	C = 73 - 77%	F = < 60%
A - = 90 - 93%	B - = 80 - 83%	C - = 70 - 73%	
B + = 87 - 90%	C + = 77 - 80%	D = 60 - 70%	

Bibliography (For your future reading pleasure)

Approaches to science and religion dialogue:

- Barbour, I. (1997). *Religion and science: Historical and contemporary issues*. San Francisco: HarperSanFrancisco.
- Barbour, I. (2000). *When science meets religion: Enemies, strangers, or partners?* San Francisco: HarperSanFrancisco.
- Clayton, P. (1999). Shaping the field of theology and science: A critique of Nancy Murphy. *Zygon, Journal of Religion and Science*, 34(4), 609-618.
- McGrath, A. E. (1998). *Science and religion: An introduction*. Oxford: Blackwell Publishers.
- Murphy, N., and Ellis, G. F. R. (1996). *On the moral nature of the universe: Theology, cosmology, and ethics*. Minneapolis: Augsburg Fortress Press.
- Murphy, N. (1999). Theology and science within a Lakotosian program. *Zygon, Journal of Religion and Science*, 34(4), 629-642.
- Peacocke, A. (2001). *Paths from science towards God*. Oxford: Oneworld publications.
- Polkinghorne, J. (1998). *Science and theology: An introduction*. Minneapolis: Augsburg Fortress Press.
- Schoen, E. L. (2002). Clocks, God, and scientific realism. *Zygon, Journal of Religion and Science*, 37(3), 555-580.
- Strassberg, B. A. (2001). Religion and science: The embodiment of the conversation: A postmodern sociological perspective. *Zygon, Journal of Religion and Science*, 36(3), 521-539.

Case studies – Ordinary people, extraordinary good

- Colby, A., & Damon, W. (1992). *Some do care: Contemporary lives of moral commitment*. New York: Free Press.
- Gilbert, M. (2003). *The righteous: The unsung heroes of the holocaust*. New York: Henry Holt & Company.
- Monroe, K. R. (1996). *The heart of altruism: Perceptions of a common humanity*. Princeton, NJ: Princeton University Press.
- Oliner, S. P. (2003). *Do unto others: Extraordinary acts of ordinary people*. Boulder, CO: Westview Press.

Sociobiology, evolutionary psychology, and universal egoism

- Alcock, J. (2001). *The triumph of sociobiology*. Oxford: Oxford University Press.
- Barash, D. P. (1981). *The whisperings within*. New York: Penguin USA.
- Barkow, J. H., Cosmides, L., & Tooby, J. (1992). *The adapted mind: Evolutionary psychology and the generation of culture*. Oxford: Oxford University Press.
- Buss, D. (2003). *Evolutionary psychology: The new science of the mind (2nd edition)*. Boston: Allyn & Bacon.
- Cosmides, L., Tooby, J., Cronin, H., & Curry, O. (2004). *What is evolutionary psychology: Explaining the new science of the mind (Darwinism today)*. New Haven, CN: Yale University Press.
- Dawkins, R. (2003). *A devil's chaplain: Reflections on hope, lies, science, and love*. New York: Houghton Mifflin Company.
- Evans, D., Zarate, O., & Appignanesi, R. (2000). *Introducing evolutionary psychology*. New York: Totem Books.
- Pinker, S. (2002). *The blank slate: The modern denial of human nature*. New York: Penguin Putnam.
- Wilson, E. O. (1999). *Consilience: The unity of knowledge (Reprint edition)*. New York: Vintage Books.
- Wilson, E. O. (2000). *Sociobiology: The new synthesis (25th anniversary edition)*. Cambridge, MA: Belknap Press.

Altruism as part of human nature

- Batson, C. D. (1991). *The altruism question: Towards a social-psychological answer*. Hillsdale, NJ: Lawrence Erlbaum Associates, Publishers.
- Cassidy, J., & Shaver, P.R. (1999). *Handbook of attachment: Theory, research, and clinical applications*. New York: Guilford Press.
- Goldberg, S., Muir, R., & Kerr, J. (Eds.). (2000). *Attachment theory: Social, developmental, and clinical perspectives*. Hillsdale, NJ: The Analytic Press.
- Oliner, P. M., Oliner, S. P., Baron, L., Blum, L. A., Krebs, D. L., & Smolenska, M. Z. (Eds.). (1992). *Embracing the other: Philosophical, psychological, and historical perspectives on altruism*. New York: New York University Press.
- Post, S. G., Underwood, L. G., Schloss, J., & Hurlbut, W. B. (Eds.). (2002). *Altruism and altruistic love: Science, philosophy, and religion in dialogue*. Oxford: Oxford University Press.
- Post, S. G. (2003). *Unlimited love: Altruism, compassion, and service*. Philadelphia: Templeton Foundation Press.
- Schore, A. N. (1994). *Affect regulation and the origin of the self: The neurobiology of emotional development*. Hillsdale, NJ: Lawrence Erlbaum Associates, Publishers.
- Siegel, D. J. (1999). *The developing mind: How relationships and the brain interact to shape who we are*. New York: The Guilford Press.
- Sorokin, P. (2002). *The ways and power of love: Types, factors, and techniques of moral transformation (Timeless C edition)*. Philadelphia: Templeton Foundation Press.
- Sroufe, L. A. (1995). *Emotional development: The organization of emotional life in the early years*. Cambridge: Cambridge University Press.

Theological perspectives on altruism and love

- Hallett, G. L. (1998). *Priorities and Christian ethics*. Cambridge: Cambridge University Press.
- Hefner, P. (1993). *The human factor: Evolution, culture, and religion*. Minneapolis: Augsburg Fortress Press.
- Jackson, T. P. (2003). *The priority of love: Christian charity and social justice*. Princeton, NJ: Princeton University Press.
- Jones, L. G. (1995). *Embodying forgiveness: A theological analysis*. Grand Rapids: William B. Eerdmans Publishing Company.
- Oord, T. J. (2004). *Science of love: The wisdom of well-being*. Philadelphia: Templeton Foundation Press.
- Pinnock, C. H. (2001). *Most moved mover: A theology of God's openness*. Grand Rapids: Baker Academic.
- Rolston III, H. (1999). *Genes, Genesis, and God: Values and their origins in natural and human history*. Cambridge: Cambridge University Press.
- Stone, B. P., & Oord, T. J. (2001). *Thy nature & thy name is love: Wesleyan and Process theologies in dialogue*. Nashville: Kingswood Books.
- Vacek, E. C. (1994). *Love, divine and human: The heart of Christian ethics*. Washington, D.C.: Georgetown University Press.
- Wynkoop, M. B. (1972). *Theology of love*. Kansas City: Beacon Hill Press.

Other readings that didn't make it into the syllabus (thank your luck stars!)

- Barbour, I. (2002). Response: Ian Barbour on typologies. On typologies for relating science and religion. *Zygon, Journal of Religion and Science*, 37(2), 345-360.
- Barbour, I. (2001). God's power: A process view. In J. Polkinghorne (Ed.), *The work of love: Creation as kenosis*. Grand Rapids: William B. Eerdmans Publishing Company.
- Batson, C. D. (2002). Addressing the altruism question experimentally. In S. G. Post, L. G. Underwood, J. Schloss, and W. B. Hurlbut (Eds.), *Altruism and altruistic love: Science, philosophy, and religion in dialogue*. Oxford: Oxford University Press.
- Flescher, A. M. (2003). *Heroes, saints, and ordinary morality*. Chapter 5. Washington, D.C.: Georgetown University Press.
- Grim, P. (1996). Spatialization and greater generosity in the stochastic Prisoner's Dilemma. *Biosystems*, 37, 3-17.
- Gunton, C. E. (1991). Trinity, ontology, and anthropology: Renewal of the doctrine of the imago dei. In C. Schwobel & C. E. Gunton (Eds.), *Persons, divine and human*. Edinburgh: T & T Clark.
- Hallie, P.P. (1994). *Lest innocent blood be shed: The story of the village of Le Chambon and how goodness happened there*. New York: Perennial.
- Henrich, J. (2004). Cultural group selection, coevolutionary processes, and large-scale cooperation. *Journal of Economic Behavior & Organization*, 53, 3-35.
- LaCugna, C. M. (1993). *God for us: The trinity and Christian life*. Chapter 10. New York: HarperCollins.
- Lewis, T., Amini, F., & Lannon, R. (2000). *A general theory of love*. New York: Vintage Books.
- Lodahl, M. (2003). *God of nature and of grace: Reading the world in a Wesleyan way*. Nashville: Kingswood Books.
- Peacocke, A. (2004). "The end of all our exploring" in science and theology. *Zygon, Journal of Religion and Science*, 39(2), 413-429.
- Peacocke, A. (2001). The cost of new life. In J. Polkinghorne (Ed.), *The work of love: Creation as kenosis*. Grand Rapids: William B. Eerdmans Publishing Company.
- Pohl, C. D. (1999). Making room: Recovering hospitality as a Christian tradition. Chapters 5-6. Grand Rapids: William B. Eerdmans Publishing Company.
- Rolston III, H. (2001). Kenosis and nature. In J. Polkinghorne (Ed.), *The work of love: Creation as kenosis*. Grand Rapids: William B. Eerdmans Publishing Company.
- Schwobel, C. (1995). Christology and Trinitarian thought. In C. Schwobel (Ed.), *Trinitarian theology today: Essays on divine being and act*. Edinburgh: T & T Clark.
- Wilson, D. S. (2002). *Darwin's cathedral: Evolution, religion, and the nature of society*. Chapter 1. Chicago: The University of Chicago Press.
- Wilson, E. O. (1978). *On human nature*. Chapters 5-7. Cambridge, MA: Harvard University Press.
- Wright, R. (1994). *The moral animal: Evolutionary psychology and everyday life*. Chapters 7, 9, 15, 16, 17, and 18. New York: Pantheon Books.
- Wright, R. (2000). *Nonzero: The logic of human destiny*. Introduction and Appendix 1. New York: Vintage Books.
- Zizioulas, J. D. (1991). On being a person: Towards an ontology of personhood. In C. Schwobel & C. E. Gunton (Eds.), *Persons, divine and human*. Edinburgh: T & T Clark.