

Secant
Lines

Tangent
Line
T

$$f'(x) = \lim_{h \rightarrow 0} \frac{f(x+h) - f(x)}{h}$$
$$f(x) = \lim_{h \rightarrow 0} \frac{(x+h)^2 - x^2}{h}$$
$$= \lim_{h \rightarrow 0} \frac{x^2 + 2xh + h^2 - x^2}{h}$$
$$= \lim_{h \rightarrow 0} \frac{2xh + h^2}{h}$$
$$= \lim_{h \rightarrow 0} (2x + h)$$
$$= 2x$$

Religions and Science

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What is true?

RELIGION	SCIENCE
	
<ul style="list-style-type: none">• Taught to young children• Told to believe on faith• Discouraged from doubting• Threatened with hell if they don't believe	<ul style="list-style-type: none">• Taught to young adults• Told to rely on evidence• Encouraged to doubt• May get a Nobel prize if they find an error
<p>One route to indoctrination; one route to knowledge.</p>	
<p>Bill Flavel</p>	

science vs. religion

 <p>Dist. by Universal Uclick</p>	 <p>@John Atkinson, Wrong Hands</p>
<p>searches for answers strict laws and practices lectures big heavy books long coats blows stuff up says God is man-made</p>	<p>searches for answers strict laws and practices lectures big heavy books long robes blows stuff up says man is God-made</p>
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What is Scientific Inquiry?

SCIENTIFIC INQUIRY

<p>* What do you want to know? * Why do you want to know it? * How can Science help you answer your question?</p> <h3>1. Ask a QUESTION</h3> 	<p>2. Do your RESEARCH</p>  <p>* See if anyone has asked your question before. * Research similar questions. * Ask others for help.</p>
<p>3. Form a HYPOTHESIS</p>  <p>* What do you think is the answer to your question? * Why do you think it's the answer? * Can your prediction be tested?</p>	<p>4. Test your HYPOTHESIS</p>  <p>* Design an experiment. * Perform your experiment carefully. * Record your data.</p>
<p>* Make a chart or graph. * Compare your data to others. * See if your data fits your hypothesis.</p> <h3>5. Analyze your DATA</h3> 	<p>6. Draw CONCLUSIONS</p>  <p>* What did you learn from your experiment? * Was your hypothesis correct? * What questions do you have now?</p>

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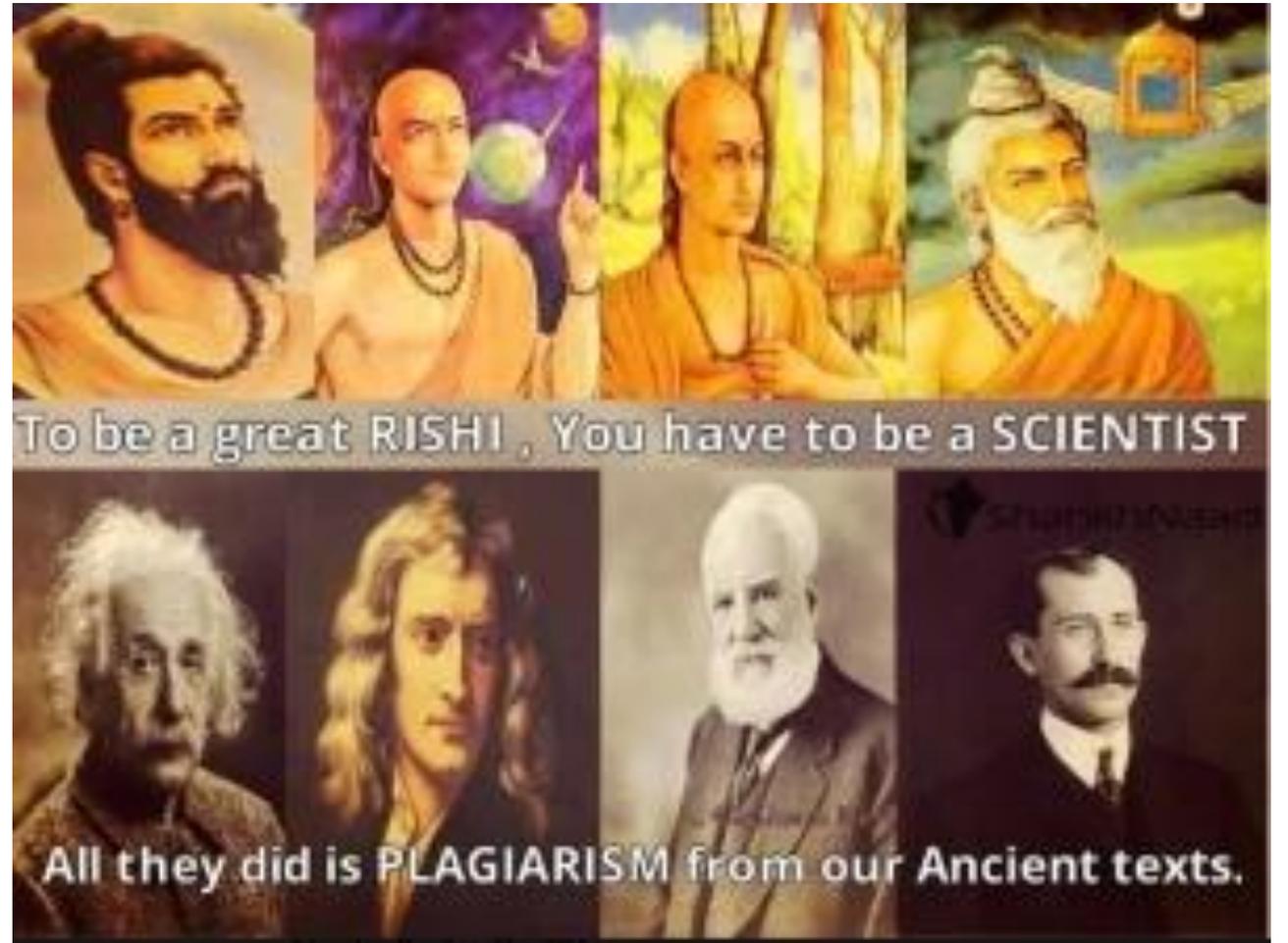
What assumptions are conducive to scientific inquiry?

- God - Monotheism, polytheism, atheism, or something else?
- Time - A cyclic or a linear view?
- Universe - Predictable universe or unpredictable?
- Inquiry – Does learning lead to God? Is learning encouraged or discouraged in a society?
- Orientation - The individual plays an important role in discovery or only groups of people can gain new knowledge and build better things?
- Resources - Sufficient resources to provide for specialization (like scientists) or not (subsistence)?
- Diversity - small things (Social class, race, religion, sex, background).
- Unity - large things (cultural values, virtue)

Hinduism

- God – polytheist. Only considered monotheism as a possibility with the late Upanishads
- Time – cyclic. “Nothing new under the sun”
- Universe – low predictability, with capricious gods changing reality to fit their desires.
- Inquiry – cultural focus on the here and now, less so the afterlife, so learning is not useful to lead to God.
- Orientation – group > individual
- Resources – sufficient
- Diversity – Hindu accepts a wide diversity of beliefs but stratifies people into a caste system, eliminating many thoughts.
- Unity – Lower. Hinduism is highly fragmented in its theology

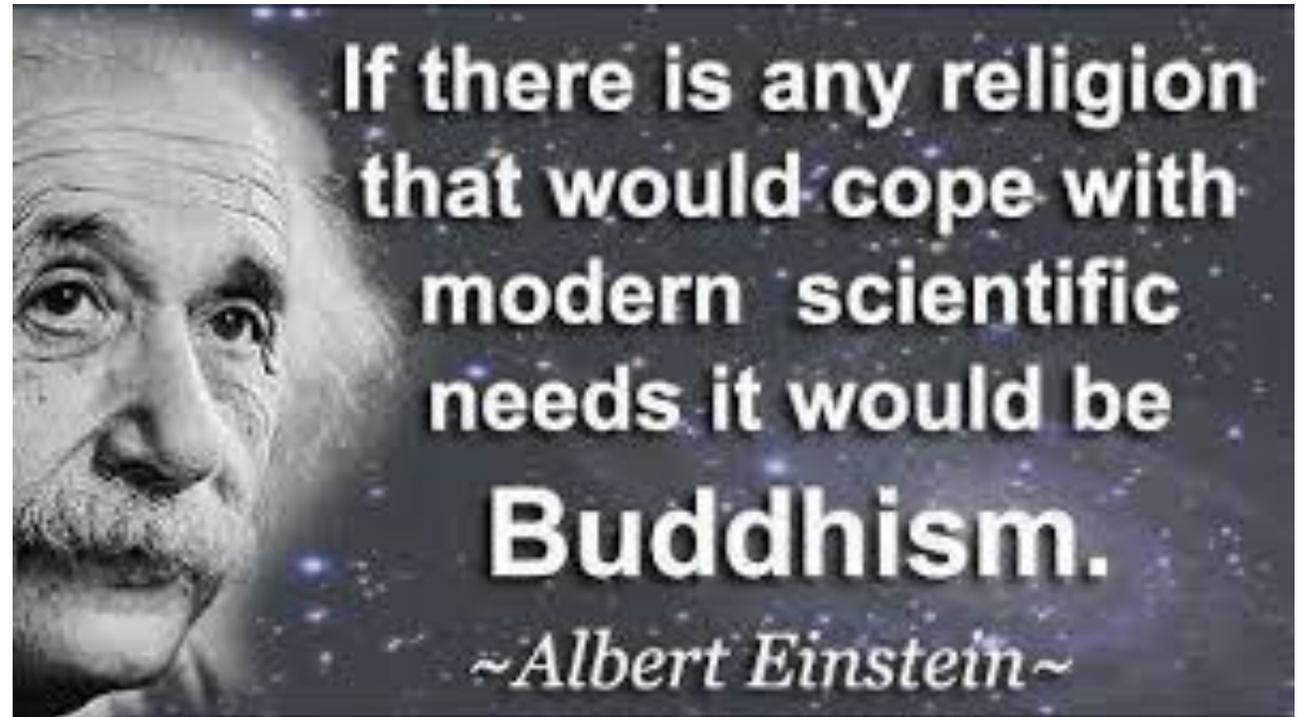
Hindus claim
the credit for
all modern
science?



Buddhism

- God – No God, but many gods exist.
- Time – cyclic. “Nothing new under the sun”
- Universe – low predictability, with capricious gods (still in the cycle of samsara) changing reality to fit their desires.
- Inquiry – cultural focus on the afterlife for monks, which is nothingness. Learning does not lead to a god but to nothingness.
- Orientation – individual > group. For example, individuals earn their awakening to Arahant through their own efforts.
- Resources – sufficient
- Diversity – High. Buddhism accepts a wide variety of people and opinions, with few requirements to be a Buddhist.
- Unity – Lower. Buddhism is fragmented in its theology and has little emphasis on texts.

Buddhist's cite
Einstein to claim
that Buddhism is
the only “scientific”
religion?



Islam

- God – Monotheist
- Time – linear, with life going to final judgment.
- Universe – high predictability, with Allah running the universe
- Inquiry – cultural focus on the afterlife. Bida (innovation) is forbidden.
 - Can be applied narrowly to religion
 - Can be applied broadly to life in general
 - Islam rejects science that it feels disagrees with the Quran
- Orientation – group > individual
- Resources – sufficient
- Diversity – Limited. The Islamic holy book, the Quran, is only fully accurate in Arabic. Arabic is the language of Islam, and nothing else ever can or will be.
- Unity – Higher with emphasis on written tradition



Astronomy

Christianity

- God – Monotheistic
- Time – Linear, with life going to final judgment.
- Universe – Predictable, since God can be known.
- Inquiry – Encouraged (Proverbs 25:2)
- Orientation – individual > group
- Resources – sufficient
- Diversity – High. Few requirements to become a Christian (Acts 15)
- Unity – Higher due to emphasis on written text.

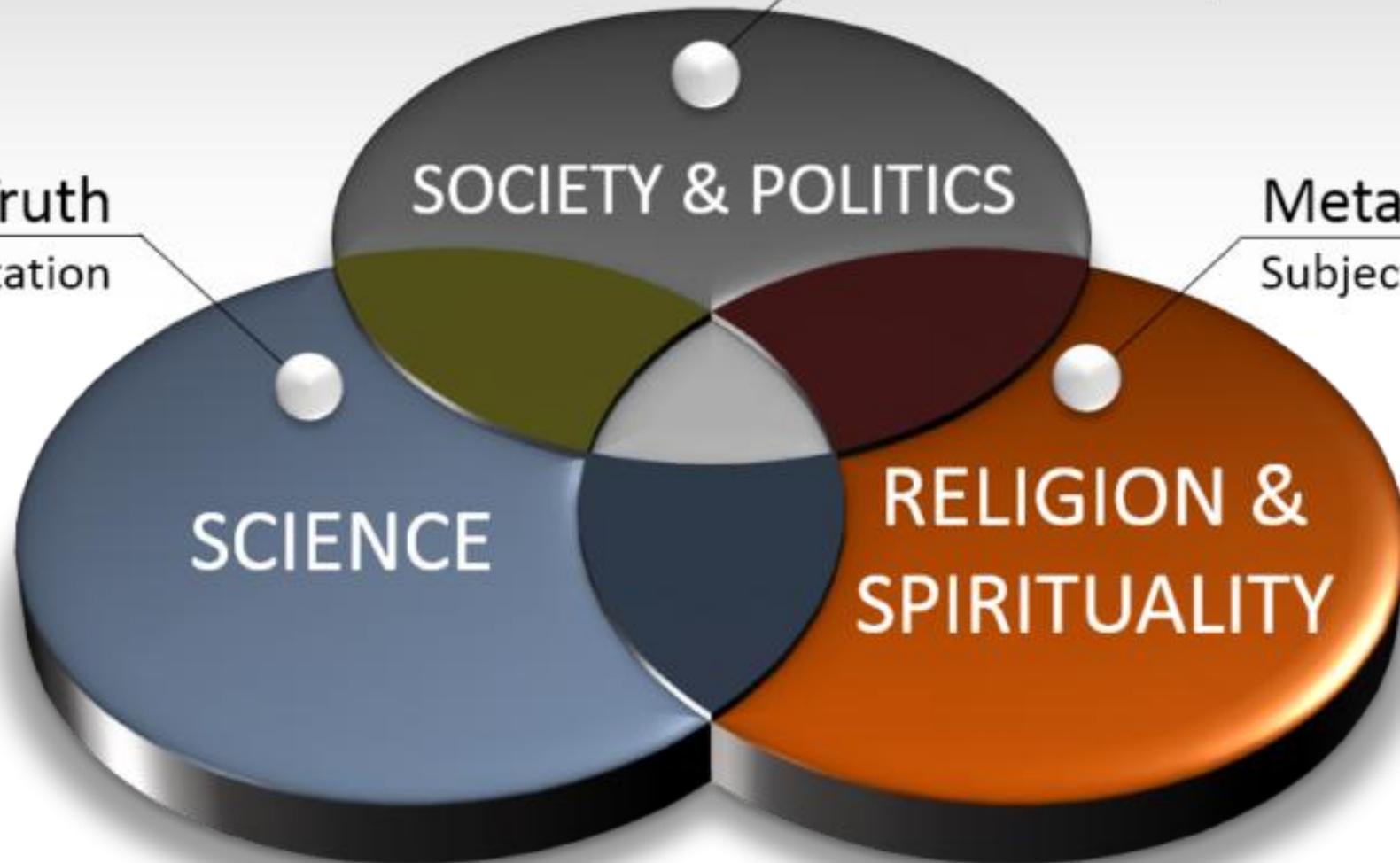
Relationship Between Science, Religion, and Society

God's Absolute Truth

Physical Truth
Objective Interpretation

Historical Truth
Collective Interpretation

Metaphysical Truth
Subjective Interpretation



Conclusion - Discussion

- Does religion conflict with science?
- Why did Europe (and not Asia, Africa, or the New World) have the burst of knowledge resulting in Western dominance of the world?
- What about the “flowering of Islamic science” in the Middle Ages?
 - Was it a rediscovery of Greek and Hindu advances?
 - If such a “flowering” occurred, why did it not endure, as it has in Europe?
- Why did China, which seemed to be far ahead in the Middle Ages, fall behind?
- Why did nothing like the Enlightenment ever happen in Africa or the Americas?