History of Philosophy and Christian Thought
0ST504, 3 Hours

Lectures by
James N. Anderson, Ph.D.
This course notebook is for the coordination of your course materials, including reading assignments and lecture recordings. Each course notebook for RTS Distance Education is arranged by the GUIDE acronym. The five components of GUIDE are organized in each lesson by the following steps in the notebook:

**GUIDE**

**Getting Started**  To do the lessons, reading and listening assignments are listed.

**Understanding**  To maximize learning, purposes are given.

**Investigating**  To explore the content, outlines are provided for note taking.

**Developing**  To expand content, readings are suggested.

**Evaluating**  To help review, lesson questions are based on purposes.
COURSE SYLLABUS
History of Philosophy and Christian Thought, 0ST504, 3 hours
Lecturing Professor and Professor of Record:
Dr. James N. Anderson
Reformed Theological Seminary, Distance Education

Lecturing Professor
Dr. James Anderson comes to RTS from Edinburgh, Scotland, and specializes in philosophical theology, religious epistemology, and Christian apologetics. He has a long-standing concern to bring the Reformed theological tradition into greater dialogue with contemporary analytic philosophy. Dr. Anderson has a Ph.D. in philosophical theology from the University of Edinburgh. He is a member of the Society of Christian Philosophers, the British Society for Philosophy of Religion, and the Evangelical Philosophical Society. Prior to joining the faculty at RTS/Charlotte, Dr. Anderson served as an assistant pastor at Charlotte Chapel in Edinburgh where he engaged in regular preaching, teaching, and pastoral ministry.

Course Description
A critical, historical survey of the development of the main schools of philosophy and the principal developments in Christian doctrine and thought. After a brief introduction to philosophical thinking, the course concentrates on philosophical movements from Heraclitus to contemporary existentialism. Each school of thought is evaluated from a distinctively Reformed perspective.

Course Objectives
- To familiarize the student with some of the major movements, figures, and texts in the history of Western philosophy, both Christian and non-Christian.
- To introduce the student to the “big ideas” that have dominated philosophical debates over the centuries and their significance for Christian theology and apologetics.
- To encourage the student to analyze the history of Western thought in terms of conflicting worldviews; and more specifically, in terms of deviations from the biblical worldview.
- To develop the student’s critical thinking skills through the close reading and analysis of primary sources.
- To help the student to appreciate the importance and utility of philosophical thinking.

Required Textbooks


[Note the helpful glossary at the back of the book.]

Various primary source readings that will be distributed to the student in the Learning Management System (LMS).
COURSE REQUIREMENTS
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Online Student Handbook

The Online Student Handbook has been designed to assist you in successfully navigating the Distance Education experience, whether you are taking a single course or pursuing a certificate or degree program. In it you will find valuable information, step-by-step instructions, study helps, and essential forms to guide you through every aspect of your distance education opportunity from registration to graduation. Please use this resource as your first-stop reference manual. You will find it located at the RTS Distance Education website (www.rts.edu/distance) under the Student Services tab.

Summary of Requirements

- Complete all Reading Assignments
- Listen to all Recorded Lectures
- Participate in Forum Discussions (with other students and Professor)
- Complete Exams
- Complete Research Paper
- Complete Mentor Report

Forum Discussions (15%)  
The student is required to interact in two (2) forums:  
1. Student-Professor Posts (15 total posts)
   A. Personal Introduction Forum: The student is required to post a brief personal introduction to the professor/class. Suggested details include your vocation, where you live, your church background, why you chose RTS, and what you hope to gain through the course (1 required post).
   B. 5 Topical Discussion Q&A Forums: The student is required to answer each topical discussion question with one (1) response. The professor will acknowledge the student’s answer and will follow up with a subsequent question to which the student must also answer with one (1) response. Each topical discussion question therefore requires two (2) total posts/responses from the student (Total of 5 forums x 2 posts =10 total posts).
   C. Student-Professor Forum: The student is required to post four (4) times in this forum. Posts in this forum should focus on course-related content such as research paper topics, lectures and reading assignments, or other academic issues related to the course.
2. Student-Student Forum (5 total posts)
   • A post may be either a new topic or a response to an already existing topic.
Examinations (Midterm 20%, Final 30%)

There are two examinations for this course. The midterm exam will cover lessons 1-6. The format of the exam will be a series of multiple-choice questions based on the material covered to date. Use the Lesson Questions and Topical Discussion Questions to assist you in your study. You will have one hour to complete the exam.

The final exam will be cumulative covering all lessons, 1-15. You should review all of the class material and all of the required reading in preparation for the exam. Use the Lesson Questions and Topical Discussion Questions to assist you in your study. The format for the final exam will be a series of ten (10) short essay questions in which you are required to choose three (3) to respond to. Responses should be approximately five paragraphs (500 words) in length. You have three hours to complete the exam.

The midterm and final exams for this course are to be taken online in the LMS. Please note that you will need to have a proctor for your exams. Your proctor can be anyone except a relative or current RTS Student. After clicking on the exam link you will be given detailed instructions about the exam. Please read these instructions carefully before entering the exam.

Research Paper (25%)

The student will write a paper 3500–4500 words, excluding footnotes that discusses one of the thinkers covered in class who took a distinctive position on one major philosophical issue. See section titled “Research Paper” in this syllabus.

Reading Report (5%)

The student must complete all of the required reading. Reading assignments are broken down week by week within the LMS. The Reading Report will indicate the amount of required reading that has been completed during the semester and must be filled out and submitted at the end of the course with your final exam and research paper.

Mentor Report/Course Application Paper (5%)

Each Global/Non-Residential student is required to have a mentor submit a report at the end of the course. This report will contribute to 5% of the student’s grade. For students who are not Global/Non-Residential, you are asked to write a 200 word summary of how you perceive what you have learned in this course will fit into the objectives you have for your ministry, your educational goals, or other objectives you wish to achieve in life.

Assignments

Best practice for your time management is for you to submit all assignments at the end of the week in which they fall, using the upload links provided in the LMS. All work must be submitted by midnight of the course end date, per your course start letter. You are responsible for turning in all assignments on time; no late submissions are permitted. Any student who needs an extension must get approval from the Registrar prior to that time.
Contact Information

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COURSE OUTLINE
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Lesson One
Introduction to Philosophy and Worldviews

Lesson Two
The First Philosophers

Lesson Three
The Big Three

Lesson Four
Late Greek Philosophy

Lesson Five
Early Christian Philosophy

Lesson Six
Medieval Philosophy

Lesson Seven
The Renaissance and The Reformation

Lesson Eight
Early Modern Philosophy Part I - Continental Rationalism

Lesson Nine
Early Modern Philosophy Part II - British Empiricism

Lesson Ten
The Apologists

Lesson Eleven
Late Modern Philosophy Part I - Idealism and Anti-Idealism

Lesson Twelve
Late Modern Philosophy Part II - Existentialism

Lesson Thirteen
Analytic Philosophy

Lesson Fourteen
Postmodern Philosophy

Lesson Fifteen
Twentieth-Century Christian Philosophy
RESEARCH PAPER
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The student will write a paper 3500–4500 words, excluding footnotes that discusses one of the thinkers covered in class who took a distinctive position on one major philosophical issue. Here are some examples, but feel free to formulate your own:

1. Leibniz, Hume, or Plantinga on the existence of God
2. Aristotle, Aquinas, or Descartes on the nature of the soul
3. Hobbes, Locke, or Berkeley on the reality of matter
4. Plato, Ockham, or Derrida on the reality of universals
5. Augustine, Hegel, or Marx on the goal of history
6. Kant, Van Til, or Rorty on the possibility of knowledge

The paper should include detailed interaction with at least one primary source from your chosen thinker. It should also make use of a good number of secondary sources and include all of the following:

1. A concise explanation of the philosophical issue in question.
2. An exposition of the position on the issue taken by your chosen thinker and his reasons for taking that position, with reference to your primary sources. You should also indicate how this thinker’s views were influenced by his historical context.
3. A critical evaluation of that position in light of both reason and Scripture.
4. An explanation of your own position on the issue (compared and contrasted with that of your chosen thinker).
5. A brief discussion of the significance of the philosophical issue in question for Christian doctrine or practice.
6. A standard bibliography (see below on sources and citations).

The paper will be graded according to the following criteria, in no particular order: responsible use of Scripture, responsible use of sources, extent of research, creativity, clarity, structure and coherence, cogency of argument, evidence of critical thinking, and good writing style (inc. grammar, spelling, and punctuation). At least eight (8) scholarly sources should be cited.

• For the purposes of this paper, a scholarly source is a book or article by a recognized expert in the field (and not aimed at a popular level for a general audience)—ideally one that has been peer-reviewed.
• Wikipedia is clearly not a scholarly source.
• That said, with sufficient discernment, Wikipedia can be a useful pointer to scholarly sources and is generally reliable for fact-checking on noncontroversial issues.
• Please consult me if you have any doubts about whether a source is scholarly.
• You should not rely heavily on Internet sources. Use the library!

The paper should be word-processed, not hand-written.

• Use a 12-point font and double line-spacing for the main text.
• Use section headings where applicable to improve readability.
• Use footnotes (10-point font) rather than endnotes.
• Use the guidelines in the current edition of *A Manual for Writers of Term Papers, Theses, and Dissertations*, by Kate L. Turabian.

The paper should be submitted with a title page containing all of the following:

1. The name and year of the course;
2. Your name; the professor’s name;
3. The title of the paper; and
4. The exact word count for the main text of the paper (obtained from your word processor’s word-count feature).

You will be penalized if you do not observe the requirements and guidelines above.

[Written for seminarians, the authors have aimed to focus on those philosophical issues of greatest relevance to Christian theology, although often the relevance to evangelical Reformed theology is hard to discern. Not exactly a page-turner.]


[Covers figures and movements from the pre-Socratics to Kant that have influenced Christian thought.]


[A helpful little reference book for deciphering those ‘isms’ and other ten-dollar words.]


[A very thorough history of Western thought by a Roman Catholic (Thomist) philosopher. The set published by Continuum in the UK has two additional volumes.]


[A topically-arranged introduction to philosophy (not a history of philosophy) by two Calvinist philosophers. It follows the recent trend in Christian philosophy books toward encouraging worldview awareness. Chapter 9 on aesthetics is particularly good.]

Fieser, James and Bradley Dowden, eds. *Internet Encyclopedia of Philosophy*.

[A free, online, peer-reviewed encyclopedia of philosophy; contains good articles on many of the figures and concepts discussed in the course. http://www.iep.utm.edu]


[An insightful treatment of epistemology from a biblical perspective by a Reformed theologian.]

[A reliable one-volume history of philosophy from a highly respected Oxford scholar. Wittgenstein gets a whole chapter, while Heidegger doesn’t even get a mention, which tells you something about the author’s biases—although I can’t help but sympathize. Nice glossy pictures.]


[A comprehensive systematic introduction to philosophy (not a history of philosophy) from a conservative Arminian/Molinist perspective. It follows the recent trend in Christian philosophy books toward encouraging worldview awareness.]


[A clear and engaging introduction to philosophy by an evangelical philosopher and apologist (former RTS/O professor) that attempts to blend topical, historical, and worldview/system perspectives. Good illustrations of philosophical concepts and a helpful glossary.]


[An excellent anthology of writings in Western philosophy.]


[An introduction to modern-era philosophy; topical rather than chronological. Contains a Study Guide.]


[A popular and well-written introduction to the history of philosophy, now in its 8th edition. The main downside is the price!]


[Sequel to Brown’s book (see above); extends the survey to the turn of the 20th century.]


[A free, online, peer-reviewed encyclopedia of philosophy; contains good articles on many of the figures and concepts discussed in the course. http://plato.stanford.edu]
**Course Objectives Related to MAR Student Learning Outcomes**

**Course:** History of Philosophy and Christian Thought  
**Professor:** Dr. James N. Anderson

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<th>MAR Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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| **Articulation (oral & written)** | Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks. | Moderate | 1. Critical review/application paper  
2. Final exam tests knowledge and articulation of course topics  
3. Class discussion questions testing understanding and application |
| **Scripture** | Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.) | Moderate | 1. Evaluates philosophical ideas and movements in light of Scripture  
2. Influences on modern hermeneutics  
3. Discusses different approaches to Scripture in history of Christian thought |
| **Reformed Theology** | Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards. | Minimal | 1. Evaluates philosophical ideas from Reformed perspective  
2. Discusses Reformation as intellectual-cultural movement |
| **Sanctification** | Demonstrates a love for the Triune God that aids the student’s sanctification. | Minimal | 1. Encourages application of Matthew 22:37 (“with all your mind”) |
| **Desire for Worldview** | Burning desire to conform all of life to the Word of God. | Strong | 1. Emphasizes understanding and application of biblical worldview  
2. Discusses philosophical implications of biblical worldview  
3. Christian worldview contrasted with non-Christian worldviews |
| **Winsomely Reformed** | Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.) | Moderate | 1. Appreciation for insights from non-Reformed traditions and non-Christian philosophies (common grace)  
2. Application of philosophical criticism to apologetics and evangelism |
| **Teach** | Ability to teach the meaning of Scripture to both heart and mind with clarity and enthusiasm. | Minimal | 1. Understanding modernism and postmodernism helps diagnose intellectual problems for 21st century Christians |
| **Church/World** | Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues. | Minimal | Appreciation for breadth of Christian philosophical tradition |
| **MAR Specific SLO** | An ability to integrate such knowledge and understanding into one’s own calling in society. | Minimal | Understanding modernism and postmodernism helps diagnose intellectual problems for 21st century Christians |