

Meeting Time: TBA

Fall, 2018

Meeting Place: TBA

Note: the professor reserves the right to modify this syllabus as needed at any time.

Contact Information

Bruce Baugus

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Catalog Course Description

[This Course is 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.

Explanation & Objectives

Philosophy is inescapable in life and ministry and the relationship between philosophy and Christian thought is varied and complex. The purpose of this course is to familiarize students with the history of this relationship by reviewing some of the most significant philosophical contributions, influences, and challenges to Christian thought down to the present. We will consider the relationship between philosophy and theology and critique the various philosophical methods and proposals discussed in class beginning with pre-Socratic philosophy and running through contemporary postmodern and even post-postmodern thought. The primary objective of this course is to survey that body of philosophy students should know in order to (1) understand the development and present form of Christian thought, especially within the Reformed tradition, and (2) be culturally literate in order to become more faithful disciples of Christ and effective ministers of the gospel in this moment.

Required Readings

Textbook (Required)

Kenny, Anthony. *An Illustrated Brief History of Western Philosophy*. Malden, Massachusetts: Wiley-Blackwell, 2006. (ISBN 9781405141796)*

Primary & Topical Readings (Required)

Readings in the History of Philosophy (posted on Canvas and on reserve in the library)

Augustine. *On Christian Teaching*. Translated by R.P.H. Green. Oxford: Oxford University Press, 2008. (ISBN 9780199540631)

Kant, Immanuel. *Religion within the Boundaries of Mere Reason*. Translated and edited by Allen Wood and George Di Giovanni. Cambridge: Cambridge University Press, 1999. (ISBN 9780521599641)

Hume, David. *Dialogues Concerning Natural Religion*. 2d edition. Edited by Richard H. Popkin. Indianapolis: Hackett, 1998. (ISBN 978-0872204027)

Smith, James K. A. *Who's Afraid of Postmodernism?: Taking Derrida, Lyotard, and Foucault to Church*. Grand Rapids: Eerdmans, 2006. (ISBN 978-0801029189)

* The non-illustrated 1998 edition is also acceptable.

Recommended Readings & Resources*

- Allen, Diogenes and Eric O. Springsted. *Philosophy for Understanding Theology*. Louisville: Westminster/John Knox, 2007.
- Bartholomew, Craig G. and Michael W. Goheen. *Christian Philosophy: A Systematic and Narrative Introduction*. Grand Rapids: Baker Academic, 2013.
- Brown, Colin. *Christianity & Western Thought*, vol. 1. Downers Grove: IVP, 1990.
- Copleston, Frederick. *A History of Philosophy*. 9 vols. New York: Doubleday, 1946–1974.
- Frame, John M. *A History of Western Philosophy and Theology*, Phillipsburg, New Jersey: P&R, 2015.
- Hoffecker, W. Andrew, ed. *Revolutions in Worldview*. Phillipsburg, New Jersey: P&R, 2007.
- Livingston, James C. *Modern Christian Thought*, 2^d ed. 2 vols. Minneapolis: Fortress Press, 2006.
- Stumpf, Samuel Enoch and James Fieser, *Socrates to Sartre and Beyond*. McGraw-Hill, 2007.
- Steve Wilkens and Alan G. Padgett, *Christianity & Western Thought*, Volume 2 (IVP, 1990)

Internet Sources

- Internet Encyclopedia of Philosophy. Edited by James Fieser and Bradley Dowden: iep.utm.edu.
- Stanford Encyclopedia of Philosophy. Edited by Edward N. Zalta: plato.stanford.edu.

Dictionaries

- Audi, Robert, ed. *The Cambridge Dictionary of Philosophy*. 2nd Edition. Cambridge: Cambridge University Press, 1999.
- Clark, Kelly James, Richard Lints, and James K. A. Smith, *101 Key Terms in Philosophy and Their Importance for Theology*. Louisville: Westminster/John Knox, 2004.
- Evans, C. Stephen. *Pocket Dictionary of Apologetics & Philosophy of Religion: 300 Terms & Thinkers Clearly & Concisely Defined*. Downers Grove: IVP, 2002.
- Reese, William. *Dictionary of Philosophy and Religion*. Expanded Edition. Amherst, New York: Humanity Books, 1996.

Attendance & Participation Policy

Your primary assignment is to be present, prepared, and ready to participate fully in class each week. This requires showing up on time and remaining for the duration of class, ready to contribute meaningfully by having read all assigned materials beforehand.

Any student who misses class or is grievously or repeatedly tardy (without prior permission or a compelling emergency) may find their course grade reduced on the following schedule:

1. By one full letter grade (e.g. A to B) for each unexcused absence
2. By one increment (e.g. A to A-) for each unexcused tardy or absence from class of more than 20 minutes
3. By one increment (e.g. A to A-) for every unexcused tardy of less than 20 minutes, for repeat offenders

Students found studying for other classes or using electronic devices for any reason not directly related to the current topic of discussion will be counted as being tardy or absent from class for more than 20 minutes.

Permission to be absent from class will ordinarily be granted only for medical reasons or family crises. Elective choices such as attending a conference, work (including RTS and church internship duties), enrolling in another course in conflict with this one, and so on, are unacceptable excuses. (The professor will try to accommodate special events on campus and presbytery meetings, as needed.)

Note: this “law is not laid down for the just but for the lawless and disobedient” (1 Tim 1:9).

* These textbooks, online resources, and dictionaries are offered for students who may be struggling with the required readings and desire a second or third perspective. Some of these options are more concise and others much more extensive in their discussions; some are more demanding of the readers than others. Note: the reading level does not necessarily correspond to the length of the discussion and each one offers a distinct perspective on at least some portion of course content. Students are invited to peruse the textbook options and make use of the online resources and dictionaries for themselves.

Technology Use Policy

Since students who type notes during lectures consistently perform worse on exams and other assessments of lecture and discussion comprehension, laptops and tablets are prohibited in class except by special permission from the professor.* (Permission is ordinarily restricted to matters of learning disabilities or those who handwrite their notes directly into a tablet application). Phones must be on silent and kept out of sight (and mind). If you must receive or place a call, even during a class break, please leave the classroom to do so.

Assignments*Entries*

You will select twelve philosophers whose work is introduced in this class (through lectures or assigned readings) and prepare a brief encyclopedia type entry on each. These entries should range between three to five paragraphs and offer brief information about the philosopher's personal biography and historical context, identify his or her most important works for students of theology or religion, and accurately summarize at least one major contribution (whether you judge it to be positive or negative) to theology.

Of the twelve, at least three must have lived prior to AD 500; three between AD 500 and AD 1500, and three after AD 1500. The other three may be drawn from any era.

Each entry will be evaluated on an A/C/F scale on the basis of their content (accurate and substantial) and readability (clear and error free). An "A" quality entry will be suitable for distribution or posting; a "C" entry will be complete and on the right general track but marred by minor errors of whatever sort; an "F" entry will be inaccurate or confused or otherwise unusable. You will receive a "0" for any entry you fail to submit. Your twelve scores will be combined into one final grade in this category.

Exams

Two exams (a midterm and a final) will cover course content including class lectures, class discussions, and assigned readings—the final is comprehensive. Both exams will include a mixture of objective (multiple choice, true false, etc.) and short answer (define, identity, etc.) type questions and may include several short essays (requiring answers of 1-3 paragraphs). Both exams will be administered through Canvas and taken on the honor systems at your convenience within specified windows of opportunity. Exams are timed and must be completed in a single session; you must NOT use any resources while completing the exam and you are not to discuss the contents of the exam until the professor notifies you that all exams have been submitted.

Assignment Submission Policy

Submit written assignments as individual pdf files via email to baugus.assignments@gmail.com. I will confirm receipt within 24 hours of your submission. If you have not received a confirmation from me within 24 hours, be sure to follow up promptly using my contact information at the top of this syllabus.

Course Grade

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|--------------|------------|
| Entries | 40% |
| Midterm | 25% |
| <u>Final</u> | <u>35%</u> |
| Total | 100% |

* See, for example, Pam A. Mueller and Daniel M. Oppenheimer, "The Pen is Mightier Than the Keyboard: Advantages of Longhand over Laptop Not Taking," *Psychological Science* 25.6 (June 2014): 1159-1168. See also the excellent guide produced by Harvard University's Harvard Initiative for Learning and Teaching (HILT): Machael C. Friedman, "Notes and Note-Taking: Review of Research and Insights for Students and Instructors," available online at http://hilt.harvard.edu/files/hilt/files/notetaking_0.pdf and appended to this syllabus.

Course Objectives Related to MDiv Student Learning Outcomes

| <u>MDiv Student Learning Outcomes</u> | | <u>Rubric</u> | <u>Mini-Justification</u> |
|--|---|---------------|--|
| 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. | Strong | Primary course objective is for students to become familiar with and gain discernment on the theologically relevant themes in the Hist. of Phil. For Christian Thought |
| 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 | Various perspectives and proposals in the Hist. of Phil. will be critiqued in light of Scripture. Scripture is frequently brought into lectures and discussions and applied to topics at hand. See "Desire for Worldview" below. |
| Reformed Theology | Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards. | Strong | The class is taught from an explicitly Reformed orthodox perspective and devotes a unit to the philosophical background to Reformed Theology. |
| Sanctification | Demonstrates a love for the Triune God that aids the student's sanctification. | Moderate | The course aims at increasing students' awareness and discernment of formative ideas for Christian thought and life. |
| Desire for Worldview | Burning desire to conform all of life to the Word of God. | Strong | This, as it applies to the life of the mind and history of ideas, would be the <i>raison d'être</i> of the course. |
| 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 | The professor strives to model and encourage this ethos in the course as we consider and critique various alternative ideas, values, etc. See also "Church/World" below. |
| Preach | Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm. | Minimal | Indirect relevance as we consider the vernacular manifestation of philosophical ideas and how this impacts ministry. |
| Worship | Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service. | N/A | |
| Shepherd | Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide. | Minimal | See "Preach" above. |
| Church/World | Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues. | Minimal | Students should grow in appreciation for the continuity of Christian thought over centuries. See also "Winsomely Reformed" above. |