



Class Information

Day and Time: Mondays, 1:45pm-4:30pm

Room Number: E201

Contact Information

Instructor Name: Dr. Ray Wilkins

Instructor Email: rwilkins@criswell.edu

Instructor Phone: 972-740-6548 (cell)

Instructor Office Hours: By appointment

Course Description and Prerequisites

An advanced study of historical and contemporary worldviews and philosophical issues relevant to Christian ministry, such as religious pluralism, the problem of evil, and the relationship between faith and reason.

Course Objectives

- Analyze and process the language of philosophical theology.
- Investigate some of the major historical thinkers, principles, ideas, and theories in the field of philosophical theology.
- Link some areas of philosophical theology to contemporary life.
- Present critical evaluation relating to one or more positions in the field of philosophical theology.
- Support one's own conclusions concerning one or more topics in philosophical theology.
- Do all the above from a biblical, Christian perspective.

Required Textbooks

J. P. Moreland, *Love Your God With All Your Mind: The Role of Reason in The Life of The Soul*, Revised and Updated. Carol Stream: Tyndale House Publishers, 2012. ISBN-978-1617479007.

Michael Peterson, et al, editors. *Philosophy of Religion: Selected Readings*, 5th ed. New York: Oxford, 2014. ISBN-10: 0199303444; ISBN-13: 978-0199303441.

Anthony C. Thiselton, *Approaching Philosophy of Religion: An Introduction to Key Thinkers, Concepts, Methods, & Debates*. Downers Grove: InterVarsity Press, 2018.

Recommended Reading

J. P. Moreland and William Lane Craig, *Philosophical Foundations for a Christian Worldview*, Downers Grove: Intervarsity, 2003. ISBN: 0830826947

Anthony C. Thiselton, *A Concise Encyclopedia of the Philosophy of Religion*, Grand Rapids: Baker Academic, 2002. ISBN-10: 0801031206; ISBN-13: 978-0801031205

Course Requirements and Assignments

1. 2-3 page summary over each week's reading (**average is 10% of final grade**). Students who are presenting short response papers on a given week (#2 below) are exempt from the summary that particular week. Although 3 pages will not guarantee an A grade, an A will not be given to summaries less than 3 pages.
2. Two short reading response papers, 6-8 pages each. (**Each essay [and fielding questions] constitutes 20% of final grade**). Respond to particular reading assignments, clarify important or difficult matters, summarize arguments, and give a critical response. Students will present these papers the day of the reading assignment, so copies should be made for the entire class. Presenters will respond to comments and questions from fellow students and the professor.
3. One research/position paper (**30% of final grade**), 15-18 pages. The meaning of research/position is this: do good research on a topic, issue, idea, or thinker, etc. *relevant to the course* (clear your topic with the professor before beginning work) and take a personal position. Argue your position clearly and carefully, anticipating and defending against objections (minimum 4 books, 2 journal articles, *not including* internet sources, assigned texts, the Bible, dictionaries, and encyclopedias). This paper should include a cover sheet, table of contents or outline page, body of the essay, and a works cited page. Number of pages applies only to the body of the essay.
4. One book review, 3-4 pages, from a list to be provided by the Professor (**10% of final grade**). If the student wishes to review a different book, he/she must get approval from the professor and it must deal with one of the topics to be discussed in class. The book review should give a summary of the book followed by critical reflection from the reviewer (i.e. Strengths, weaknesses, etc.).
5. Reading assigned material (**10% of final grade**). Students will sign that they have read (not "skimmed," and not "will read") the assigned material.

Course/Classroom Policies and Information

Recording devices, recording, use of technology, and social media: Students may not take pictures, video recordings, or audio recordings of anyone or anything course, class, or class-room related without prior, written approval from the professor. Students may not post or share anything course, class, or classroom related on any sort of social or other media without permission from the professor and any student(s) who might be affected. Student use of computer, smartphone, and /or other device technology should be specifically limited to material being covered in class during the time it is being covered. During class students should silence electronic devices and make every effort to avoid being distracted or distracting others, whether with what is normally referred to as "technology," or with any sort of potential distraction. The professor may ask a student to leave for any

reason, if the professor believes the student poses a safety threat, is being disrespectful, or is being a distraction to the professor or other students.

All written assignments:

- Typed, not handwritten
- 1" margins
- If notes are used, use footnotes (not endnotes or parenthetical references)
- 12 pt. Times New Roman font
- Double spacing
- Stapled in upper left corner. No special bindings, please.
- Parenthetical references for Scripture
- Printed on one side of paper only
- Proof-read, or have someone proof-read, your work (no careless error: i.e., grammar, spelling, form, style, etc.)
- Students are encouraged to read Strunk and White's *The Elements of Style*, Margaret Shertzer's *The Elements of Grammar*, and Joseph Williams's *Style: The Basics of Clarity and Grace*
- No substantive part of the paper should have appeared in any paper which has been submitted (or will be submitted this semester) for credit in a course other than this one
- Number of pages required applies only to the body of the essay
- It is always best to write in Third person. First person is acceptable if not overused.
- Final (research/position) paper should include cover sheet, table of contents or outline page, and works cited page

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

Grading Scale

			Grade Definitions (optional)
A	93-100	4.0 grade points per semester hour	
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	
C-	70-72	1.7 grade points per semester hour	

D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without

assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at deanofstudents@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing tutoringcenter@criswell.edu or by calling 214.818.1373.

Course Outline/Calendar

Week	Lecture	Assignment	Textbook
Week 8/17-8/21	Introduction to Philosophy of Religion.	Read Introduction: Chapters 1-3 Introduction	A. Thiselton Peterson
Week 8/24-8/28	The intellect in Philosophy and Theology	Read Part 1 Weekly Summary	J.P. Moreland
Week 8/31-9/4	Developing a Mature Christian Mind	Read Part 2 Weekly Summary	J.P. Moreland
Week 9/7-9/12	No Class !!	Read Part 3 Weekly Summary	J.P. Moreland
Week 9/14-9/18	Approaches to Philosophy of Religion	Read Part 1 Weekly Summary	A. Thiselton
Week 9/21-9/25	The Nature of Religion	Read Part 1 Weekly Summary	Peterson
Week 9/29-10/2	Religious Experience	Read Part 2 Weekly Summary	Peterson
Week 10/5-10/9	Faith & Reason	Read Part 3 Weekly Summary	Peterson

Week 10/12-10/16	Arguments for God's Existence	Read Part 4 Weekly Summary	Peterson
Week 10/19-10/23	Divine Attributes	Read Pgs.115-119; Part 6 Weekly Summary	Thiselton Peterson
Week 10/26-10/30	Divine Action	Part 7 Weekly Summary	Peterson
Week 11/2-11/6	The Problem of Evil	Read Pgs.124-129; Part 8 Weekly Summary	Thiselton Peterson
Week 11/9-11/13	Miracles	Read Part 10; Chapter 9 Weekly Summary	Peterson J.P. Moreland
Week 11/16-11/20	Life After Death	Read Pgs. 129-139; Part 11 Weekly Summary	Thiselton Peterson
11/23-11/27 Fall Break		Book Review Due!	
11/30-12/4	Religion & Science	Read Part 12 Weekly Summary	Peterson
12/7-12/11 Final Exam Week		Research paper due!!	

Selected Bibliography

Book Reviews

Diogenes Allen and Eric Springsted, *Philosophy for Understanding Theology*, 2nd ed., Louisville: Westminster John Knox Press, 2007. ISBN 10: 0664231802; ISBN 13: 978-0664231804

Craig Bartholomew and Michael W. Boheen, *Christian Philosophy: A Systematic and Narrative Introduction*, Grand Rapids: Baker Academic, 2013. ISBN 10: 0801039118; ISBN 13: 978-0801039119.

Montague Brown, *Restoration of Reason: The Eclipse and Recovery of Truth, Goodness, and Beauty*. Grand Rapids: Baker Academic, 2006. ISBN 10: 0801031540; ISBN 13: 978-0801031540.

Nigel Brush, *The Limitations of Scientific Truth: Why Science Can't Answer Life's Ultimate Questions*. Grand Rapids: Kregel Publications, 2005. ISBN-10: 0825422531; ISBN-13: 978-0825422539.

Paul Copan, *How Do You Know You Are Not Wrong?* Grand Rapids: Baker Books, 2005. ISBN-10: 0801064996; ISBN-13: 978-0801064999.

----- & William Lane Craig, *Creation Out of Nothing: A Biblical, Philosophical, and Scientific Exploration*, Grand Rapids: Baker Academic, 2004.

William Lane Craig, *The Cosmological Argument: From Plato to Leibniz*, Eugene: Wipf & Stock Publishers, 2001.

-----, *The Kalam Cosmological Argument*, Eugene: Wipf & Stock Publishers, 2000.

Douglas Groothuis, *Truth Decay: Defending Christianity Against the Challenges of Postmodernism*, Downers Grove: InterVarsity Press, 2000. ISBN-10: 0830822283; ISBN-13: 978-0830822287.

Paul Helm, ed. *Faith & Reason*, Oxford: Oxford University Press, 2009. ISBN-10: 0192892904; ISBN-13: 978-0192892904.

Andreas Köstenberger, ed. *Whatever Happened to Truth*, Wheaton: Crossway Books, 2005. ISBN-10: 1581347723; ISBN-13: 978-1581347722.

Noah Lemos, *An Introduction to the Theory of Knowledge*, Cambridge: Cambridge University Press, 2014. ISBN-10: 0521603099; ISBN-13: 978-0521603096.

J. P. Moreland, *Christianity and the Nature of Science*. 2nd Edition. Grand Rapids: Baker Book House, 1999. ISBN-10: 0801062497; ISBN-13: 978-0801062490.

Alvin Plantinga and Nicholas Wolterstorff, eds. *Faith and Rationality: Reason and Belief in God*. Notre Dame: University of Notre Dame Press, 1991. ISBN-10: 0268009651; ISBN-13: 978-0268009656

Alvin Plantinga, *God, Freedom, and Evil*. Grand Rapids: Eerdmans, 1989. ISBN-10: 0802817319; ISBN-13: 978-0802817310.

-----, *Warrant and Proper Function*. New York: Oxford University Press, 1993. ISBN-10: 0195078632; ISBN-13: 978-0195078632.

-----, *Warranted Christian Belief*. New York: Oxford, 2000. ISBN-10: 0195131932; ISBN-13: 978-0195131932.

James W. Sire, *Why Should Anyone Believe Anything at All?* Downers Grove: Intervarsity Press, 1994.

R. Scott Smith, *Truth and the New Kind of Christian: The Emerging Effects of Postmodernism in the Church*, Wheaton: Crossway Books, 2005. ISBN-10: 1581347405; ISBN-13: 978-1581347401.

W. Jay Wood, *Epistemology: Becoming Intellectually Virtuous*, Downers Grove: Intervarsity Press, 1998.

Richard Swinburne. *Faith and Reason*. 2nd Edition, Oxford: Clarendon Press, 2005. ISBN 10: 0199283931; ISBN 13 978-0199283934.

Richard Swinburne. *The Existence of God*. 2nd Edition. Oxford: Clarendon Press, 2004. ISBN 10-0199271682; ISBN 13: 978-0199271689.



In the event that Criswell College has to close the campus to on-campus classes in during the FA-20 semester, this addendum specifies how your instructor intends to adjust the course in order to allow students to meet the course objectives.

The course requirements, assignments, calendar, and attendance requirements from the syllabus for this course are replicated below. Notes and changes to the information in syllabus are highlighted. Information that is no longer relevant is indicated with a strike through the font and *replacement or new information is placed in italics.*

Course Requirements and Assignments

1. 2-3 page summary over each week's reading (**average is 10% of final grade**). Students who are presenting short response papers on a given week (#2 below) are exempt from the summary that particular week. Although 3 pages will not guarantee an A grade, an A will not be given to summaries less than 3 pages. Turn in through Canvas.
2. Two short reading response papers, 6-8 pages each. (**Each essay [and fielding questions] constitutes 20% of final grade**). Respond to particular reading assignments, clarify important or difficult matters, summarize arguments, and give a critical response. Students will present these papers the day of the reading assignment via zoom in Canvas, so copies should be made for the entire class and e-mailed to their fellow students. Presenters will respond to comments and questions from fellow students and the professor.
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Remote Class Sessions: Identity and Participation Verification

In the event we have to move to online class periods, all classes will be conducted via Zoom video conferencing. Each student will be required to login through Zoom in their Canvas account and be present with both video and audio during the entire class session. As with in-person classes, students will be required to be prepared prior to class and to participate in the class discussions.