



# PHI 201-L1

## Introduction to Philosophy

### Fall 2024

#### Class Information

**Day and Time:** Thursdays, 4:45-7:15 pm

**Room Number:** E201

#### Contact Information

**Instructor Name:** Dr. Steve Lemke

**Instructor Email:** [slemke@criswell.edu](mailto:slemke@criswell.edu)

**Instructor Phone:** 504-458-6724

#### Course Description and Prerequisites

A study of major issues in philosophy and/or the work of major philosophical figures in philosophy. Topics may include logic, theories of reality, knowledge, and value, and their practical applications. (No prerequisites. This course satisfies requirements for a Humanities/Fine Arts course).

#### Course Objectives

At the end of this course, the successful student should be able to:

- Understand and utilize accurately the language of philosophical discourse.
- Understand and articulate the contributions of the major thinkers in Philosophy.
- Understand and articulate accurately key principles, ideas, and theories in Philosophy.
- Make a clear and logical argument addressing topics in Philosophy or Theology.
- Apply philosophical concepts and clear thinking in practical life situations.
- Acquire a greater appreciation for the role of Philosophy in relation to the Christian faith.

#### Required Textbooks

- Tawa Anderson, Michael Clark, and David Naugle. *An Introduction to Christian Worldview: Pursuing God's Perspective in a Pluralistic World*. Downers Grove: IVP Academic, 2017. ISBN 9780830851232
- Steve Lemke, *A User-Friendly Guide to Philosophy of Religion*. Available free in Canvas.
- Additional articles are posted in Canvas.
- Recommended books for review are listed below.

## Course Requirements and Assignments

**Text Notes** – 10 points each, 100 points total (20% of final grade).

Take 1-2 pp. (single-spaced) of notes on each reading assignment, including texts and additional readings (10 total). Do the notes for each reading assignment noted by an asterisk (\*). You are NOT responsible to submit notes from Dr. Lemke's *User-Friendly Guide*. Sometimes there may be two different assigned readings in one week, in which case treat each as a separate assignment (but chapters within a single book are written as one set of notes). Post the notes in Canvas before the class meeting for which it is assigned, so you can discuss it in class. Your notes should include important definitions, insights, and a summary of the content. You may use the style you prefer -- bullet points, a narrative, or both. The point of this assignment is to assist you in learning the course content, & to be a resource to you after the course, so organize it as you find it most useful. There are 11 assignments, so we'll count your best 10 scores.

**Due: almost weekly before class, sometimes two assignments in a week.**

**Three Unit Tests**, 100 points each, 300 points total (20% each of final grade). Each test is limited to the material in that unit. A study guide will be given in advance concerning the material to be covered and the direction of the questions asked. The exams will both test mastery of content (significant thinkers and their contributions, summaries of models presented in class, philosophical vocabulary, etc.) and critical thinking skills (the ability to articulate and defend a position in an essay). **Due: 9/19a, 10/31a, 12/12**

**Term Project**, 100 points (20% of final grade). The student will choose to do one of the following. Submit your proposal by email to Dr. Lemke the track and topic you prefer before starting it, by 10/10. Before starting your assignment, read again carefully over the assignment description in this syllabus and review the Grading Matrix before you start your assignment, so you'll know what to focus on in your work.

**Due: Topic due by 10/10; Completed Project due by 12/5**

- (a) *Academic Track* -- The student will research and write a paper on a topic in the area of philosophy. The paper should be approximately 8-10 pages, typed double spaced in proper Turabian form. A research paper should show adequate research in books and scholarly journals reflected in footnotes and bibliography. Plagiarism is strictly prohibited. About two-thirds of the paper should be descriptive, and at least one-third should be evaluative, reflecting the student's own perspective on the issue. The paper would ordinarily address one specific issue.
- (b) *Ministry Track* -- The student will prepare a seminar dealing with one of the major topics covered in class that can be taught in four to six one-hour sessions in a church or discipleship group setting. All teaching materials should be included that would make for an effective presentation, including a full outline of lesson plans and all teaching materials (handouts, presentation programs, and materials for activities). It may be focused on youth or adult aged pupils. A premium is placed on accuracy and depth of the material presented, as well as the attractiveness and usability of the materials.
- (c) *Book Review* -- Read one of the following books and take careful notes on them, chapter by chapter, approximately 8-10 pages, single spaced (double spaces between paragraphs). Conclude with an assessment of the strengths and weaknesses of the book's content and ideas presented (not the writing style). The assessment should comprise at least one-third of the review.

Note: *Sophie's World* and *John Calvin Goes to Berkley* are novels which may seem silly at points, but they do help you learn the history of ideas).

- Jostein Gaardner, *Sophie's World* (New York: Penguin, 1996). ISBN: 978-0374530716
- James McCarthy, *John Calvin Goes to Berkley* (San Jose: City Christian Press, 2010). ISBN: 978-0984168101
- Terrance Tiessen, *Providence and Prayer: How Does God Work in the World?* (Downers Grove: InterVarsity, 2000). ISBN: 978-0830815784
- Erickson, Millard J. *What Does God Know and When Does He Know It? The Current Controversy over Divine Foreknowledge*. (Grand Rapids: Zondervan, 2003). ISBN: 978-0310273387
- Erickson, Millard J. *Truth or Consequences: The Promise and Perils of Postmodernism* (Downers Grove: InterVarsity, 2002). ISBN: 978-0830826575
- Groothuis, Douglas. *Truth Decay: Defending Christianity Against the Challenges of Postmodernism*. Downers Grove: IVP, 2000. ISBN: 978-0830822287
- James K. Dew, Jr., and Chad Meister, eds. *God and Evil: The Case for God in a World Filled with Pain*. Downers Grove: InterVarsity, 2013. ISBN: 978-0830837847
- Colin Brown, *Miracles and the Critical Mind*. Grand Rapids: Eerdmans, 1984. ISBN: 978-0802835901
- Kenneth Keathley, J. B. Stump, Joe Aguirre, eds., *Old Earth or Evolutionary Creation? Discussing Origins with Reasons to Believe and BioLogos*. Downers Grove: IVP Academic, 2017. ISBN: 978-0830852925

## Course/Classroom Policies and Information

### Class Attendance

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

**NOTE:** Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

**NOTE:** A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

## Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

## Grading Scale

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.

## **Research and Writing Standards**

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

## **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](mailto: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](mailto:studentservices@criswell.edu). The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

**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](mailto:library@criswell.edu). Login credentials are emailed to students near the beginning of the semester.

**Tutoring Center:** Students are encouraged to consult with tutors to improve and enhance their skills and confidence. 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 schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu).

## Course Outline/Calendar

Date	Class Discussion Topic	Assignment
<b>Unit 1: Western Worldviews and Christianity</b>		
8/22	Introduction to the Class Basic Concepts in Philosophy Christ and Culture	Anderson, Introduction & chapter 1* UFG 1-23
8/29	The Classical Philosophies: Idealism, Rationalism, & Realism	Anderson, chapter 7* UFG 25-29
9/5	The Modern Philosophies: Existentialism/Postmodernism	Anderson, chapter 2* UFG 28-44
9/12	The Modern Philosophies: Pragmatism	UFG 28-44
9/19 (a)	Test over Unit 1	<b>Unit 1 Test</b>
<b>Unit 2: Epistemology and Metaphysics</b>		
9/19 (b)	Faith & Reason and Epistemology	Anderson, chapter 3* UFG 60-65

9/26	A Primer in Logic	Anderson, chapter 5* UFG 66-70
10/3	Arguments for the Existence of God Arguments against the Existence of God The Nature & Attributes of God	Anderson, chapter 6* Lemke, Transdimensional God* UFG 45-59, 71-80
10/10	Western Religious Worldviews Eastern Religious Worldviews (a)	Anderson, chapter 4* UFG 42-59, 82-98 <b>Project Topic Due</b>
10/17	<b>Student Development Week</b>	
10/24	Eastern World Religions (b) Exclusivism, Inclusivism, Universalism	Anderson, chapter 8* UFG 99-121
10/31 (a)	Test over Unit 2	<b>Unit 2 Test</b>
<b>Unit 3: Important Issues in Philosophy</b>		
10/31 (b)	The Relation of Science & Faith The History of Cosmology	UFG 123-134
11/7	Creation & Evolution Anthropology & Freedom	Lemke, Views of Sovereignty* UFG 142-147, 201-214
11/14	Philosophical Ethics	Anderson, conclusion* UFG 193-200
11/21	The Problem of Evil	UFG 215-229
11/28	<b>Thanksgiving Break</b>	
12/5	Miracles	UFG 135-141, 161-163 <b>Projects due</b>
12/12	Finals	<b>Final exam</b>

## Bibliography

- See recommended bibliographical resources in *An Introduction to Christian Worldview: Pursuing God's Perspective in a Pluralistic World* and *A User-Friendly Guide to Philosophy of Religion*.