Azusa Pacific University
Department of Religion and Philosophy
Course Syllabus

THEO 420 (01): Christian Apologetics (3 units)

Prepared by: Dr. Todd Pokrifka
Class Time: Monday and Wednesday from 2:45-4:10
Class Location: Duke 517
Online location: http://online.apu.edu/ (This is an eCompanion class.)
Office: Duke 249
Office Hours: By appointment
Phone: Office: Ext 5245; Home: 626-334-9845
Email: tpokrifka@apu.edu [if this fails, use pokrifka@gmail.com]

UNIVERSITY MISSION STATEMENT
Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.

DIVISIONAL MISSION STATEMENT
The Undergraduate Division of the Haggard School of Theology exists to equip and encourage our students and faculty as they grow in comprehension and enactment of philosophical, theological, and biblical truth. The Division pursues this mission through coordinated programs of study appropriate to our various majors and to the general studies requirements of Azusa Pacific University, and through opportunities for Christian scholarship and ministry.

COURSE DESCRIPTION
From the Catalogue for Theo 420: Apologetics is the reasoned and faithful response by the Christian church to problems and criticisms of the faith. This course will survey several of the major problems and criticisms of the Christian church: its history, life and faith. It will also review the intellectual and faithful responses that Christians have provided to them. This class meets a General Studies requirement for both God’s Word and the Christian Response (elective), for an upper-division G.S. class, and for the Upper-division Writing Seminar. Junior or Senior standing is assumed. Prerequisite: UBBL 100 & 230 and Phil 200 (or equivalent).

COURSE OBJECTIVES (1-6 adapted from Dennis Okholm’s THEO 420 syllabus)
1. To understand more deeply several central teachings and biblical narrative of the Christian faith (because the best apologetic is a good theology).
2. To appreciate the history of Christian responses to the challenges it has faced in the West since the inception of Christianity.
3. To wrestle with a few classical objections to the Christian faith.

Todd Pokrifka, Theo 420 (01), Spring 2010, page 1
4. To explore the challenges and opportunities that a pluralistic, postmodern, consumer-oriented culture provides the church today.
5. To learn to listen to our critics, treat them as humans made in the image of God for whom Jesus died, and respond honestly and charitably.
6. To be more effective as witnesses for the Christian faith in order to win disciples rather than merely winning arguments.
7. The student will learn reflect theologically on apologetic issues and questions by means of listening to lectures, participating in group discussions and writing assignments, culminating in a major paper.
8. The student will gain understanding of the role that Scripture and tradition can and should play in theological reflection on apologetic questions through by means of listening to lectures, participating in group discussions, and completing theological reflection papers.
9. The student will develop and apply research skills in investigating a specific contemporary apologetic question and in showing the relationship of theological resources to that question.
10. The student will develop his or her own informed perspective on how theology and the church should relate to apologetic questions and problems, with particular emphasis on one specific contemporary apologetic question or problem.

GENERAL LEARNING OUTCOMES
1. Students will demonstrate an ability to give thoughtful consideration to current and historical issues in the light of the church's Scriptures and traditions.
2. Students will grow into a greater awareness of the personal and social relevance and spiritual richness that informed, disciplined theological reflection can bring to their Christian existence and their own impact upon the world in which they live.
3. To learn key theological terms, concepts and skills that will maximize course learning and facilitate lifelong theological learning.
5. Learning fundamental principles, generalizations, or theories. Measurable by quality of group discussion, comprehension shown in written assignments.
6. Developing skills in expressing oneself in writing. Measurable by quality of all the written assignments.
7. Developing a clearer understanding of, and commitment to, personal values. Measurable by how course material is applied to personal experience and contemporary life in group discussions and written assignments.

REQUIRED TEXTS/READINGS
Required Books
• Steve Wilkins and Mark L. Sanford. *Hidden Worldviews: Eight Cultural Stories That Shape Our Lives* (InterVarsity, 2009) [218 pp.]
• Wright, N. T. *Evil and the Justice of God* (InterVarsity Press, 2006) [165 pp.]
• Electronic Documents “ED” in the course schedule: A large number of readings (mostly chapters from books) are made available for this course (alone) on the eCompanion website (accessible at http://online.apu.edu). On this website, these sources will be accessible through links provided in the section called “Readings” under each of the five parts (units) of the course (see the course schedule below). Such readings should be printed out from the Internet and brought to class on the day they are due.
• Web readings (listed as “Web” in the course schedule): A large number of publicly-accessible web-based readings will be required. Like the Electronic documents, such readings should be printed out from the Internet and brought to class on the day they are due.

**RECOMMENDED BOOKS**
• Hart, Trevor. *Faith Thinking: The Dynamics of Christian Theology* (Wipf and Stock, 1999) (One chapter is available as a required e-document.)
• Morris, Thomas V. *Making Sense of It All*. (Erdmans.)
• Sire, James. *The Universe Next Door 5th Ed.* (InterVarsity Press, 2009). (One chapter is available as an optional e-document.)
• Smith, James K. A. *Who’s Afraid of Postmodernism* (Baker Academic).
• Stackhouse, John. *Humble Apologetics* (Oxford University Press). (One chapter is available as a required e-document.)

**LEARNING ENRICHMENT CENTER**
“Students in this course who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements” (*Faculty Handbook*, rev. March 2003, VI.G.3, 140).

Students who need additional help with this course should make arrangements for tutoring or “learning skills training” with the Learning Enrichment Center (LEC) located next to Adams Hall on the East campus. Students should especially make arrangements with LEC for help with writing or constructing papers.

**THE WRITING CENTER**
Students are encouraged to take advantage of services offered by the Writing Center, located in Marshburn Library on the East campus. “The Writing Center is a free source of feedback by trained Writing Consultants for writers from all disciplines and all skill levels.” Students can receive valuable help with term papers and other writing assignments. For more information see the 2004/2005 Undergraduate Catalog, 91.
ACADEMIC INTEGRITY POLICY
Expectations are consistent with those outlined in the academic integrity policy: “The mission of Azusa Pacific University includes cultivating in each student not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a sound Christian education. It is therefore part of the mission of the university to nurture in each student a sense of moral responsibility consistent with the biblical teachings of honesty and accountability. Furthermore, a breach of academic integrity is viewed not merely as a private matter between the student and an instructor but rather as an act that is fundamentally inconsistent with the purpose and mission of the entire university. A complete copy of the Academic Integrity Policy is available in the Office of Student Life, the Office of the Vice Provost for Undergraduate Programs, and online.”

The consequences for plagiarism are consistent with those outlined in the academic integrity policy. Plagiarism will result in serious penalties, such as automatic failure of the class. Students found guilty of plagiarism or of academic dishonesty will be reported to the Provost and the Dean of Students, and a memorandum of the plagiarism event will be placed in the student’s permanent file in both of those offices.

“PLAGIARISM: Intentionally or knowingly representing the words, ideas, or work of another as one’s own in any academic exercise” (2004/2005 Undergraduate Catalog, 58). By means of footnotes (or endnotes) and bibliography, always acknowledge the source of statements, words, ideas, concepts, or methodologies that you borrow from other people. Unless otherwise noted, collaboration on writing assignments is not permitted.

ASSIGNMENTS AND GRADING RATIONALE
[Note: Assignments 2 and 3 below are adapted from Dennis Okholm’s Spring 2009 THEO 420 course.]

1. **Attend class regularly and participate**: Proper class participation includes reading assigned portions of the textbooks before class. The grade for participation depends on a student's degree of faithfulness in class attendance, degree or frequency of tardiness, level of preparedness, and the quality and extent of participation in class discussion. Students should aim to be able to: (a) summarize the viewpoints of the thinkers we are reading and (b) state what they (the students) think about the issues raised in the readings, and (c) respond to the comments that other students have made on the subject. In many class sessions, I will randomly select a student to summarize the main points of the readings due for that day.

2. **Interview and Written Report**: Interview one non-Christian. This person can be an acquaintance, a friend, or a family member. It can even be a stranger. Ask the person the following questions (with accompanying explanations of answers):
   a. Should religion play an important role in private or public life? If so, how important and why? What role has religion played in your own life?
b. Do you think there is one true religion? If so, what is it? If not, can religions that make contradictory claims be true? (E.g., can Christianity, which claims that Jesus is God and that Jesus died on the cross, be true at the same time as Islam, which claims that Jesus is not God and that Jesus did not die on the cross?)

c. Do you think some religions are false? If so, give an example and why you think it’s false.

d. Is there one major religious issue that you find very difficult to deal with or answer (such as why there is evil in the world if God exists or what is the purpose of human life)? Do you want to find answers to it?

e. Can you summarize in a sentence or two what Christians believe? Do you think you could ever be convinced that Christianity is true? If so, what would it take? If not, why?

f. What do you think of the Christian church today? Is it a good argument for the truth of Christianity or not?

g. NOTE: If it seems relevant and if you have time, ask some of the questions from the “Worldview Questions” document (on eCompanion)

Write up a report and analysis of your conversation in an essay that is approximately 2000 words (double-spaced). In your analysis, reflect on your conversation in light of what we have read in Wilkins and Sanford (e.g., which one or more of the worldviews or stories in this book—or others not in the book—does the person most gravitate towards? Does the person accept the plausibility of the Christian faith?) In any case, there should be reference to and use of the Wilkins and Sanford and other course readings covered up to the time the paper is due. Make sure you indicate who the person is that you interviewed (not necessarily by name, unless you receive permission from the interviewee) as well as when and where the interview took place.

3. **Paper on Objectivism, Relativism, and Truth**: Write an approximately 2500 word (double-spaced) paper, using chapters 5 and 8 in Wilkins and Sanford, chapters 1-8 in Placher (you may also consult chapter 1 in Keller and chapters 8-9 in Edwards), that (1) offers a critique of both modern objectivist and postmodern radical relativist positions, (2) indicates how a “postmodern” commitment to narrative, tradition, or “horizon” could be used in Christian apologetics, and (3) articulates briefly your view of the right, Christian understanding of truth and adequate knowledge of that truth, and (4) how Christians might go about the task of apologetics given what you have developed in the first three parts of this essay.

4. **Book Review**: Write an approximately 1000-word summary and evaluation of Keller’s book *The Reason for God*, showing that you understood Keller (including his main argument and his responses to a series of critiques of Christianity) and that you have critically evaluated him (whether positively or negatively). In your critical analysis, use what you have learned from your reading and our class sessions throughout the course. Also, touch base with your interview along the way—e.g., how the critiques of Christianity that Keller presented were reflected in what you heard from your interviewee.
5. **Preview of Final Paper:** Write a brief (300 words or less) statement that will allow the instructor to give feedback on your research project.

   a. **First,** state one non-Christian worldview (or religion or narrative) on which you paper will focus. This choice is based on the conviction that apologetics at its best is contextual and group-specific (and sometimes even person-specific).

   b. **Second,** state one main critique of Christianity that is common among people of your chosen worldview. For example, if someone is a naturalistic atheist, it might be common for them to argue that “science has disproved Christianity” (Keller, chapter 6) or to ask “How could a good God allow suffering? (Keller, chapter 2; see below). Or, if someone is a committed expressive individualist (Wilkens and Sanford, chapter 2) then they might say that “Christianity is a straightjacket” (Keller, chapter 3). Below I have listed **three main critiques**, plus a critique your choice— together with examples of how the course readings would relate to them:
      
      i. Critique 1—The Problem of Biblical Reliability: “The Bible is not reliable concerning many things, including the historical Jesus.” Based especially on chapters 1-5 of Edwards, but also other relevant required or optional readings (such as chapter 5 in Keller and source related to naturalism).

      ii. Critique 2—The Problem of Exclusivity: “Jesus is not the only savior, and other religions provide equally legitimate means of salvation.” Based especially on chapters 6-12 of Edwards, but also other readings on relativism (see assignment 3 above).

      iii. Critique 3—The Problem(s) of Evil: “I cannot believe in the Christian God, because there is simply too much evil and suffering.” Based especially on Wright’s *Evil and the Justice of God*, but also on chapter 2 in Keller, the selection by Boyd, etc.

      iv. Critique 4—a critique of your choice (other than the first 3): Options include: (1) “Christianity is true for some people, but not for everyone,” (2) “The God of the Bible is immoral and not worthy of worship,” (3) “The concept of God is simply a human projection (Feuerbach) or wishful thinking (Freud).” (4) “Christianity is a corruption of an original revelation which was better preserved and completed in the Quran given to Mohammed.”

   c. **Third,** write a carefully constructed question that your final paper will answer (The answer to this question will be your paper’s thesis statement, but do not include this thesis in this assignment.). This question should be written in a way that indicates what worldview and critique you have chosen (see above). Here are a couple sample questions:
      
      i. “What is the best way to present and defend the Christian faith to naturalistic atheists who reject the Christian God primarily because of the logical and existential problem of evil?”
ii. “What is the best way to present and defend the Christian faith to Muslims who reject the Christian beliefs about Jesus (that he was divine and that he died and rose again) on the basis of .

d. **Fourth.** List at least 10 sources you will use in the paper, including:

   i. At least 5 sources from the required course readings (either the text books or the internet sources or other sources),

   ii. At least 5 other sources from either the recommended readings (see the sources listed in the “Apologetics Resources” document that is found on the eCompanion website for this course) or other sources that you find in your own research. All sources including internet sources should be reliable and scholarly, rather than merely popular.

   iii. Full bibliographical information should be listed for all sources, following one of the standard styles (MLA, APU, Turabian, Chicago, etc.).

6. **Final Research and Reflection Paper:** Write a double-spaced, 3500-4000 word final paper that brings together your semester’s work. In writing this paper, you should consider the instructor’s comments on all previous assignment, especially the paper preview. Further, you may also use input from your interview if the interviewee represented the worldview and/or critique of Christianity you have chosen.

   a. The introduction should include:

      i. a question that the paper will answer, refined in light of feedback on the preview. (As noted in the paper preview assignment, the way the question is stated should imply the choice of a non-Christian worldview and a specific and related critique of Christianity.)

      ii. a clear thesis statement that answers the question. (The thesis statement should be capable of being supported by the sources of the Wesleyan Quadrilateral: primarily from Scripture, with secondary support from Christian tradition and appropriate Christian experience and reasoning.)

   b. The body of the paper should be a united defense the thesis-statement offered in the introduction. The body should include:

      i. An explanation of the critique of Christianity posed by some non-Christians as well as how it related to the worldview you have chosen. (You should demonstrate that you have listened well to the non-Christian perspectives and arguments presented in the course readings, other research, and perhaps your interview.)

      ii. A well-supported statement of how Christianity can and should respond to the critique of Christianity.

      iii. A statement of how the chosen worldview is itself faulty or deficient when compared to Christianity.

      iv. A practical indication of how you might approach a non-Christian expressing the critique of Christianity and the worldview you have
chosen to response to—if you had a chance to talk with such a person—or any other recommendations for the Christian church in its apologetic task toward folks like this. (If the person you interviewed expressed your chosen critique and/or worldview, talk about how you might approach future conversations with that person).

c. The conclusion of the paper should summarize what was argued in the paper (how you defended the thesis statement in the introduction), plus any other additional elements that the student deems necessary (additional points of application, a statement of unanswered questions, etc.).

RELATIVE WEIGHT OF ASSIGNMENTS:
Requirement 1 (Participation): 10%
Requirement 2 (Interview Report): 20%
Requirement 3 (Truth Paper): 20%
Requirement 4 (Book Review): 10%
Requirement 5 (Preview): 5%
Requirement 6 (Final Paper): 35%

REGARDING YOUR WRITING
• This course meets the requirement for an upper-division writing-intensive course. 90% of the course grade are written assignments, and this will be affected by the quality of your writing. I have designed all the assignments and the course structure to directly or indirectly contribute to your major paper. My feedback on papers and other assignments will be designed to help you to write a thoughtful and well-argued paper. As a result you will be expected to use good grammar and style in all of your writing. We will have a little session on some essentials of grammar and style during the first class period. (If you still need help with this, I highly recommend that you read and apply Strunk and White, *Elements of Style.*) Grammatical errors will affect your grade, though normally not more than one letter grade.
• The following abbreviations may be used for indicating grammatical errors on your papers: IS =Incomplete Sentence; RO = Run On sentence; SS = (a problem with) Sentence Structure. In addition, you should follow a citation style format that pertains to your discipline (e.g., Turabian, MLA, APA). Be consistent throughout the semester. Be sure to use specific page numbers when referring to books in your papers (in contrast to APA style).
• Papers will be submitted electronically through the appropriate “dropboxes” on the eCompanion course website (see the "orientation to online support" below). If there are technical difficulties with the course website, students may submit their papers by email to the instructor at tpokrifka@apu.edu.
• What APU lists as criteria for senior theses is an appropriate way of summarizing the writing requirements for the final paper. This paper should “include all of the following elements:”
  1. “an obvious thesis on a debatable contention;
  2. convincing and well-supported arguments in defense of the thesis;
  3. full and fair consideration of opposing positions;

Todd Pokrifka, Theo 420 (01), Spring 2010, page 8
judicious use of primary and secondary source material;
5. good organization with an effective introduction, clear divisions, smooth transitions, and a strong conclusion;
6. stylistic finesse in clarity, tone, word choice, sentence structure, and paragraph construction;
7. correct and consistent use of a standard citation form;
8. mastery of standard grammar, good usage, and appropriate mechanics.”

Further grading criteria for all written assignments are as follows (adapted from Drs. Kenneth Waters and Junia Pokrifka):

- **Proper formatting:** Written assignments should be composed using a standard font (not script) in 12 point size. Pages should have a one inch margin on all sides. It should be double-spaced. If you have access to one, run a spell-checker before printing your paper and be sure your output is dark enough to be read easily. Written Projects are due 10 pm Pacific Standard Time in DropBox of eCollege on the due date. Papers submitted late will be reduced by one third of a grade (i.e., A to A-, B+ to B, etc.) for each day late. Always be sure to keep a copy of each paper you submit!!

- Everyone starts out with a grade of 90% (an A-) for all assignments. Students can either maintain, raise, or lower this grade through the quality of their written work.

- **Things that will maintain your grade:** thoughtful, detailed, independent, beyond surface level engagement with texts and ideas; thoughtful, detailed, independent, beyond surface level engagement with course readings and/or published scholars; well-organized, logical, coherent presentation of your argument; observing guidelines and following instructions; correct spelling and grammar, correct documentation form; adequate documentation; attention to major questions and other important issues; good balance in how much is said on particular issues; on-time submission of work; good appearance and neatness in written work; submission of required number of pages.

- **Things that will raise your grade:** exceptionally thoughtful, detailed, independent, beyond surface level engagement with texts and ideas; exceptionally thoughtful, detailed, independent, beyond surface level engagement with course readings and/or published scholars; exceptionally well-organized, logical, coherent presentation of your argument; incorporation of ancient languages or ancient language studies; incorporation of innovative or cutting-edge scholarship.

- **Things that will lower your grade:** superficial, shallow, inadequate engagement with texts and ideas; superficial, shallow, inadequate engagement with course readings and/or published scholars; ignoring significant questions and issues; inadequate treatment of significant questions and issues; not observing guidelines; not following instructions; incoherent, careless, sloppy presentation of your argument; incorrect spelling and grammar; incorrect documentation form; inadequate documentation; sloppy appearance and lack of neatness in written work; handwritten work or insertions; late submission of work; failure to submit required number of pages.
<table>
<thead>
<tr>
<th>Points added</th>
<th>Points deducted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceptional theological ideas</td>
<td>Superficial engagement with or analysis of the text</td>
</tr>
<tr>
<td>Add 1-3 points</td>
<td>Deduct 3-7 points</td>
</tr>
<tr>
<td>Exceptional engagement with scholars and texts</td>
<td>Superficial engagement with scholars</td>
</tr>
<tr>
<td>Add 1-3 points</td>
<td>Deduct 3-7 points</td>
</tr>
<tr>
<td>Exceptional engagement with contemporary situation</td>
<td>Ignoring or superficial treatment of major questions raised by readings/texts</td>
</tr>
<tr>
<td>Add 1-3 points</td>
<td>Deduct 3-7 points</td>
</tr>
<tr>
<td>Exceptional presentation of material</td>
<td>No or insufficient bibliography</td>
</tr>
<tr>
<td>Add 1-3 points</td>
<td>Deduct 3-7 points</td>
</tr>
<tr>
<td>Exceptional presentation of material</td>
<td>No or insufficient footnotes or endnotes</td>
</tr>
<tr>
<td>Add 1-3 points</td>
<td>Deduct 1-10 points</td>
</tr>
<tr>
<td>Exceptional presentation of material</td>
<td>Insufficient or excessive Pages (and/or font size and formatting size)</td>
</tr>
<tr>
<td>Add 1-3 points</td>
<td>Deduct 5 points per page under or above guidelines</td>
</tr>
<tr>
<td>Exceptional presentation of material</td>
<td>Sloppiness or carelessness</td>
</tr>
<tr>
<td>Add 1-3 points</td>
<td>Deduct 1-5 points</td>
</tr>
</tbody>
</table>

*NOTE: The Department of Theology is involved in assessing student learning, and your paper may be chosen for this. If your paper is one of those randomly selected for evaluation, your name will be removed so that the process is completely anonymous and does not affect your grade.

**ORIENTATION TO THE ELECTRONIC SUPPORT FOR THIS COURSE**

Although this is not an online course, it is an “e-Companion” course. This means that what happens in the classroom will be supported by online resources on the course website. Many of the course notes and/or PowerPoint presentations on the course website. You will also be submitting all your written assignments electronically through the "Dropbox" on this website. Most of what you need to know will be apparent when you log onto the course website. Instructions on how to log in (provided by the office of distance learning) are available at this link:

http://groups.apu.edu/~dlce/ecom_student_info.php

**COURSE SCHEDULE**

*Key to the Course Schedule*

1. This course is divided into five parts: Introduction, Context, History, Keller, and Getting Specific. The necessary information in locating the electronic readings marked “ED” and “Web” (beyond the Author’s last name and/or brief title given below) is found on the eCompanion website for the course (http://online.apu.edu). The e-documents or links to html WebPages are accessible under the tab “Readings” under each of the 5 parts of the course.
2. "ED" identifies an electronic document, a source (usually a scanned chapter or portion of a book) found exclusively our eCompanion website for the course. Such sources are identified below by the letters ED, followed author’s last name and/or a brief description of the (for example, “ED: Cowan”).

3. "Web" identifies a Web-based reading. The links to these publicly accessible resources, like the ED resources, are found on the eCompanion website. Web sources are listed by the term “Web,” followed by the author’s last name and/or a brief description of the source (e.g., “Web: Aquinas”).

4. In addition to the dates below, keep in mind the following dates for events sponsored by the APU Philosophy department. The Sophia Lectures by Merold Westfall (whom we will read on 2/22), will be held at 7 PM on 2/24 (Wed.) and 2/25 (Thurs.). In addition, there are Spring Philosophy Colloquia (topics to be announced) on the following Fridays from 3:30 to 5:00 PM: Jan. 22nd, Feb. 19th, Mar. 19th and Apr. 23rd at 3:30 – 5:00.

<table>
<thead>
<tr>
<th>COURSE SCHEDULE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit/Topic/Day</td>
</tr>
<tr>
<td><strong>Part 1: INTRODUCTION: Orientation to the Course and to Apologetics</strong></td>
</tr>
<tr>
<td>1/11: Introduction: What is Christian Apologetics?</td>
</tr>
</tbody>
</table>
| 1/13: Kinds of Apologetics; Revelation, Faith, Reason and Apologetics | -ED: Cowan  
-ED: Stackhouse  
-Wilkins and Sanford, ch. 1  
-Web: Frame | Stackhouse, ch. 7 |
| 1/18: NO CLASS | [Martin Luther King, Jr. Day] |
| **Part 2: CONTEXT: Our Culture and its Worldviews: Listening and Evaluating** |
| 1/20: Introduction to Worldviews; Revelation, Faith, Reason and Apologetics (continued) | -Wilkins and Sanford, chs. 2-3 (Individualism and Consumerism)  
-Web: Buchanan | -ED: Kraft  
-Web: Padgett  
-ED: Lints |
| 1/25: Evaluating Worldviews; God, God’s Reign, and Apologetics | -Wilkins and Sanford, chs. 4-5 (Nationalism and Moral Relativism) | -Read ahead: Edwards, ch. 8  
-Sire, ch. 9 |
| 1/27: Worldviews and Faith/Religion; Theological Anthropology, Sin and Apologetics | -Wilkins and Sanford, chs. 6-7 (Scientific Naturalism and the New Age)  
-ED: Hart  
-ED: Tillich | -Read ahead: Web: Thomas (on naturalistic atheism). |
| 2/1: Limitations of Worldview Analysis; Christology, Salvation and Apologetics | -Wilkins and Sanford, chs. 8-9 (Postmodern Tribalism and Salvation by Therapy)  
-ED: Raschke  
-ED: Rausser  
-Web: Miller | |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading(s)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/3</td>
<td>Worldview Analysis, Apologetics and Theology; Pneumatology, Ecclesiology, Eschatology and Apologetics</td>
<td>Interview Report Due Friday, 2/5</td>
<td>Wilkins and Sanford, 10-11; ED: Pokrifka: “How to Be a Good Theologian; ED: Newbigin</td>
</tr>
<tr>
<td>2/10</td>
<td>Pre-Modern Apologetics: the Early Church and Medieval Period</td>
<td>Web: Athenegoraz Web: Augustine Web: Anselm Web: Aquinas</td>
<td></td>
</tr>
<tr>
<td>2/15</td>
<td>2/17: Early Modern and Enlightenment Critiques and Apologetics</td>
<td>ED: Placher, Readings, pp. 54-57 (Pascal)</td>
<td>Hart, ch. 2 Sire, chs. 2-6</td>
</tr>
<tr>
<td>2/22</td>
<td>2/24: Further Critiques of the Enlightenment Ideals (mostly Philosophical)</td>
<td>ED: Placher, Readings, pp. 139-143 (Feuerbach and Kierkegaard)</td>
<td>Hart, ch. 3 Placher, 4-5</td>
</tr>
<tr>
<td>3/8</td>
<td>Truth and Four Ps (Postmodernity, Postmodernism, Pluralism, and Postliberalism)</td>
<td>Truth Paper Due Friday, 3/5</td>
<td>Hart, chs. 4-5, 11 (also 6-10) Sire, ch. 9 Web: Marion Web: Young Web: Placher Web: Groothius</td>
</tr>
<tr>
<td>3/10</td>
<td>Part 4: KELLER: Examining One Contemporary Apologetic (Tim Keller’s The Reason for God)</td>
<td>Keller, chs. 5-7</td>
<td></td>
</tr>
</tbody>
</table>

Todd Pokrifka, Theo 420 (01), Spring 2010, page 12
| Date | Topic | Reading
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3/15</td>
<td>Articulating the Christian Faith</td>
<td>Keller, chs. 8-10</td>
</tr>
<tr>
<td>3/17</td>
<td>Articulating the Christian Faith (continued)</td>
<td>Keller Book Review Due Friday 3/19 - Keller, chs. 11-14 - Web: Gibbs and Byasee (book review of Keller and others)</td>
</tr>
</tbody>
</table>

**Part 5: GETTING SPECIFIC: Critiques of Christianity and Audience-Specific Apologetics**

| Date | Topic | Reading
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3/22</td>
<td>Responding to the Problem of Evil</td>
<td>Wright, chs. 1-3 - EC: Adams</td>
</tr>
<tr>
<td>3/24</td>
<td>Responding to the Problem of Evil (continued)</td>
<td>Preview Due on Friday, 3/26 - Wright, chs. 4-5 - ED: Boyd</td>
</tr>
<tr>
<td>3/26</td>
<td>Preview Due on Friday, 3/26</td>
<td>- Edwards, chs. 1-5</td>
</tr>
<tr>
<td>3/28</td>
<td>Responding to the Problem of Evil (continued)</td>
<td>- Edwards, chs. 6-12 - ED: McGrath, <em>Christian Theology Reader</em> (Rahner and Hick) - Placher, ch. 9</td>
</tr>
<tr>
<td>3/29</td>
<td>Responding to the Problem of Evil (continued)</td>
<td>- ED: Maududi - ED: Esposito - ED: Webber</td>
</tr>
<tr>
<td>3/31</td>
<td>Responding to the Problem of Evil (continued)</td>
<td>- Sire, ch. 10</td>
</tr>
<tr>
<td>4/2</td>
<td>NO CLASS [Easter Vacation]</td>
<td>- Readings to be announced - Work on Final Paper!</td>
</tr>
<tr>
<td>4/7</td>
<td>The Problem of Faith and History: Jesus and the Gospels</td>
<td>- Readings to be announced - Work on Final Paper!</td>
</tr>
<tr>
<td>4/16</td>
<td>The Problem of Contrary Revelation Claims: Islam (part 1) and the Question of “Miracles” (part 2)</td>
<td>- Web: Baggini, esp. ch. 2 - Web: McGrath (other Gifford Lectures)</td>
</tr>
<tr>
<td>4/19</td>
<td>NO CLASS [Instructor Travel]</td>
<td>- Final Paper Due 4/30 Readings to be announced</td>
</tr>
<tr>
<td>4/21</td>
<td>NO CLASS [Instructor Travel]</td>
<td>- Final Paper Due 4/30 Readings to be announced</td>
</tr>
<tr>
<td>4/28</td>
<td>Conclusion: Towards a Cumulative-Case for Christianity &amp; Apologists as Good Missionaries</td>
<td>- Final Paper Due 4/30 Readings to be announced</td>
</tr>
<tr>
<td>5/3-5/7</td>
<td>Finals Week [no exam]</td>
<td>THERE IS NO FINAL EXAM IN THIS CLASS</td>
</tr>
</tbody>
</table>
STUDENT INFORMATION SHEET

CONTACT INFORMATION

Name (please print): __________________________________________________________

APU Box Number __________ E-Mail __________________________

Phone Number (APU) ______________ Work __________________________

Home Address __________________________________________________________

ACADEMIC GOALS AND BACKGROUND

Major ______________________________ Why you chose this major

________________________________________________________________________

Check the syllabus to see the prerequisites required for the course. Have you completed them?

_____ Yes _____ No _____
(If you checked “no” above, you may be asked to take the course at a later date.)

___Senior ___Junior ___Sophomore ___1st  Anticipated Grad Date _________

Career Plans ____________________________________________________________

What would be two goals you would like to pursue through taking this course?

1. ______________________________________________________________________

2. ______________________________________________________________________

What area(s) or question(s) in biblical/theological/religion studies most interest you?

Where, at this point, does the study of the Bible, religion, or Christianity relate to what you want to do with your life?

What is the ideal kind of course in which you learn best? “When I am learning at my best, I am like a….”

What were your best and worst learning experiences? What were you being asked to do?

What is/are the best way(s) for me to assess what you’ve learned over the course of the semester, based on your individual learning style?

What are the standards to which you expect a teacher to be accountable?

Todd Pokrifka, Theo 420 (01), Spring 2010, page 14