



## **SCHOOL OF UNDERGRADUATE STUDIES**

### **Mission Statement:**

**The mission of the School of Undergraduate Studies is to provide Christ-centered and relevant baccalaureate education that is both rigorous and accessible, with the goal of preparing spiritually alive graduates who emerge as leaders in their communities and professions.**

### **COURSE SYLLABUS**

#### **PHIL 101**

#### **“Introduction to Philosophy”**

**Semester: Spring 2008, Session C**

**Thursdays, 3:15-5:15**

**COM 101**

#### **Virginia Beach Campus**

**All students are required to read and have a thorough understanding of the syllabus. Any questions or concerns need to be addressed with the instructor(s). Students are responsible to obtain all textbooks prior to the beginning of the Semester.**

## Your Professor For This Course:

**Professor:** Kevin R. Crawford, M.Div., M.F.A.  
**Telephone:** (757) 647-9003  
**Fax:** (757) 496-4628, call first  
**E-mail:** [Kevicra@regent.edu](mailto:Kevicra@regent.edu)  
**Office Hours:** By appointment  
**Office Location:** ON CAMPUS (by appointment only)

## 1. PERSONAL GREETING FROM THE PROFESSOR

Welcome to Introduction to Philosophy! I hope our time together in this course will be both an adventure and a blessing for you.

Socrates once said: “An unexamined life is not worth living.”

Philosophy offers us a chance to reflect on the nature of reality. Instead of discovering new information about reality, philosophy provides us with order and perspective on what has already been discovered. This means that philosophy has the potential to change the very way you look at everything in the universe.

Believe it or not, every one “does” philosophy. The issue is that some do it poorly, or accidentally, with little thought to the consequences. Others choose to do it on-purpose, knowing and believing that even the best and worst of ideas have consequences. Philosophy, to put it another way, seeks to integrate all the various aspects of reality, and all the knowledge concerning those aspects, into a coherent intellectual vision – a foundation of “ideas” that you can build on.

Introduction to Philosophy at Regent University attempts to fulfill this lofty goal from a thoroughly Christian point of view. As will become evident, the Christian faith lies at the core of everything that happens in this course. Indeed, one of its main contentions is that unless the biblical vision of life informs our philosophical quest, the alternatives leave us with nothing but rational incoherence -- the exact opposite of a life worth living.

Fasten your seatbelts, as we traverse the intellectual adventures of ancient and modern man to arrive at our ultimate destination: a working definition of Divine wisdom.

Yours and His,

Professor Kevin R. Crawford

## 2. DESCRIPTION AND PURPOSE OF THE COURSE

Philosophy is the theoretical study of the fundamental connectedness and coherence of the various aspects of God’s creation. The special sciences study the various aspects or dimensions of created reality themselves. For example, physics studies the physical dimension, biology

studies the organic dimension, psychology studies the emotional dimension, logic the logical, economics the economical, and so on. But philosophy, in contrast to these special sciences, provides us with an all-encompassing overview of all these dimensions and how they relate to one another. It is philosophy, for example, that determines that the physical, the organic, the sensitive, etc., are “dimensions” or “aspects” of reality and that they exist in a coherent hierarchical order vis-a-vis one another---the physical aspect supports the organic, which in turn supports the sensitive, which supports the logical, which supports the social, which supports the economic, and so on.

Philosophy is also one of the most controversial of sciences. Since the beginning of philosophy approximately 600 years before Christ there have been countless philosophies that have contradicted each other in one way or another. One of the primary areas of contention has been in the determination of how the various aspects of reality relate to one another. Some philosophers believe that the physical aspect of reality is the most important and every other dimension depends upon it for its very existence. These philosophers are known as *materialists*. Other philosophers believe that the logical dimension is the most important and every other dimension depends upon it for its existence. These philosophers are known as *rationalists* or *idealists*. And some philosophers think that a combination of two or more of the aspects is the key to reality. Indeed, virtually every aspect or combination of aspects has been proposed by one philosopher or another at one time or another as being the most fundamental one(s) upon which every other aspect depends for its existence.

It is the contention of this course of study that the reason for this bewildering diversity of opinion within the field of philosophy is because of the influence opposing religious beliefs exert upon the philosophical and special sciences. Different religious beliefs, that is, concerning the nature of the divine and its relationship to the non-divine determine how a given philosopher interprets the nature and relationship of the various dimensions of reality. The materialistic philosopher, for example, believes that material reality is the divine reality upon which every other non-divine aspect depends because of a religious conviction born of faith that the physical dimension of reality is *ultimate*. One might say that the materialist philosopher believes through faith that physical reality is revealing itself to him/her as divine. In contrast, the rationalist philosopher believes in faith that the rational dimension is the primary reality upon which every other dimension depends. The rational aspect, for the rationalist, is revealing itself as ultimate.

Needless to say, if it is true that at the bottom of every philosophical and scientific theory of reality there are religious beliefs about what is divine, the Christian who believes that God is the source and origin of all things should have a lot to say about the nature and task of philosophy. If God, as the Bible tells us, is the creator of all things then the divine should not be identified with any of the created aspects of reality. Materialism, rationalism, and any other “ism,” therefore, are distortions of reality from the Christian point of view precisely because they locate what is divine within the created order of reality.

There are, therefore, some important tasks ahead of us in this class. Since religion and religious belief are critical for the philosophical and scientific enterprise, we need to come to a clear understanding of what they are all about. This task is taken on in our 1<sup>st</sup> and 2<sup>nd</sup> classes together. Then the relationship of religious beliefs to theories, philosophical and special scientific theories,

must be examined. This task is taken on in the 3<sup>rd</sup> class. In the 4<sup>th</sup> class, we examine the basic alternatives that have been proposed concerning the relationship of religious belief and theories. In our 5<sup>th</sup> class together, we will press home to its completion our Christian critique of the unbiblical alternatives by showing they all lead to rational incoherence. In the 6<sup>th</sup> class we will begin the process of constructing a philosophical vision of reality that takes seriously the religious belief that God is the true source and origin of all things and that avoids the problems of secular and pagan theories. In the 7<sup>th</sup> class, a Christian view of society is offered, and in the final class we will take a fresh look at the state from a Christian philosophical point of view.

The task before us, then, is nothing less than a fundamental Christian restructuring of the traditional pagan and secular ways that reality has been approached philosophically.

### **3. THEME SCRIPTURE**

“The fear of the Lord is the beginning of wisdom; all who follow his precepts have good understanding. To him belongs eternal praise.” (Psalm 111:10 NIV)

### **4. LEARNING OBJECTIVES**

**After completion of this course, students should:**

1. Have a deepened understanding of the basic types of religion and religious belief and how they impact life in general.
2. Understand how religious beliefs influence and regulate the construction of philosophical and scientific theories.
3. Be able to recognize the ironic rational incoherencies that arise from religious perspectives that assume in faith that reason can grasp ultimate reality apart from faith in God and how to avoid such incoherence in their own views.
4. Take the first steps toward a philosophical theory of reality that allows the Christian faith to inform and guide it.
5. Be able to articulate how a Christian philosophy can make an impact on our understanding of human society, and the state in particular.

### **5. PREREQUISITES**

None.

## **6. PROGRAM COMPETENCIES**

This course is designed to help students develop competencies necessary for the General Education Program of Regent University.

The School of Undergraduate Studies actively involves students in experiential education that emphasizes applied theory and skill development so that they can become more effective members and leaders in their chosen field. In endeavoring to achieve its mission, the School of Undergraduate Studies at Regent University seeks to develop in students:

1. A Christian worldview grounded in an understanding of the Old and New Testament scriptures and motivating Christ-centered service, living, learning, and leadership.
2. A capacity for personal growth through individual assessment, reflection, and discovery.
3. An ability to think critically and creatively, drawing on information retrieval and analysis to solve problems.
4. An ability to bring an understanding of ethics, culture, and worldviews to bear on awareness of self and others in community.
5. Skill in communicating ideas and information accurately, logically, and effectively in written and oral form.
6. A broad understanding of the methods and content of the natural and social sciences and their role in today's world.
7. A valuing of beauty and the human imagination.
8. The ability to contribute to a caring community that embraces the value of all of its members,
9. Mastery at the undergraduate level of at least one academic field in significant depth.

## **7. GENERAL INFORMATION**

There are several key elements you will need to fully understand prior to enrolling in this course.

1. All courses require extensive interaction and the completion of assignments according to a weekly schedule. Thus, keeping up with the schedule is essential to your success. Your personal schedule must allow you to keep up with the due dates for the readings and other assignments as found in the Course Schedule given below.
2. Be sure you can complete this course in the scheduled period. Incompletes will only be granted for true emergency situations, not for poor planning.

3. You must have continuous access to a working and dependable Internet provider as well as reliable e-mail software that can send and receive attachments. You must also have access to Microsoft Word 2000 or later for writing assignments.

## 8. BLACKBOARD INFORMATION

Blackboard (Bb) has five primary purposes in our courses: (1) to provide a means for students to receive timely information about the course in general, assignments, grades, and announcements from the instructor and (2) to promote thoughtful interaction between the instructor and students and among students themselves as they work through course materials. (3) to provide a means for students to complete weekly quizzes, (4) to enhance the learning process with materials such as learning objectives, chapter summaries, chapter outlines, flash cards, activities, access to InfoTrac, web links a visual overview of the chapter, media presentations, and other student resources, (5) for students to check their grades .

Students complete their weekly assignments as posted in the *Course Schedule* on Bb. They should also post to the *Groups* on weeks when it is assigned, and check the *Announcements* section each week beginning the two weeks before the start of the course. Students are expected to keep their e-mail address current in Blackboard and to check their e-mail daily to ensure timely receipt of messages from the professor.

If you have problems and/or are not able to login, send an e-mail to [bbRegentUndergrad@regent.edu](mailto:bbRegentUndergrad@regent.edu). Describe the problem in detail and include your full name, your Blackboard User Name, Password, Regent e-mail address, and telephone number(s).

Regent University Information Technology (IT) will enroll you in the Blackboard portion of the course a few business days after you register for the course. Note that in order to be enrolled in the Blackboard course you *must first register* for the course through [GENISYS](#). This is required for all courses. If you are having problems registering through GENISYS please contact the REGENT UNDERGRAD Office of Enrollment Management (757) 226-4385 for registration questions and IT (757) 226-4076 for technical questions.

## 9. RESOURCES

### UNIVERSITY LIBRARY

Virginia Beach, Washington, D.C., and Distance Education students are expected to make use of the wide variety of services and resources provided by the Regent University Library as they conduct research for written assignments and other projects assigned in this course. See a list of online services provided for Regent Undergrad students at the following web address: [http://www.regent.edu/acad/Regent\\_Undergrad/assets/library.htm](http://www.regent.edu/acad/Regent_Undergrad/assets/library.htm). Students should explore what library services are available in their local area, particularly from public libraries, and determine where they are able to inter-library loan materials that are not held in their local library system. Students can search the Library Catalog for texts at <http://library.regent.edu>. The library cannot loan out books that are currently on reserve for courses.

Washington DC and Distance Education Students: Books and articles can also be requested from the Regent University Library. See the Library's Distance Education page at <http://www.regent.edu/lib/de/disted.html> for more information. Books are loaned out for a six-week period, and students must return them by UPS or Federal Express at their own expense before the loan period is over. Generally, there is no cost for the articles, although students may incur some expense if the library encounters unusual costs obtaining them. Reference assistance is available by e-mail at [refer@regent.edu](mailto:refer@regent.edu) or students may contact Marta Lee, Distance Education Librarian, at [martlee@regent.edu](mailto:martlee@regent.edu).

Virginia Beach Students: Reference assistance is available by calling the Library Reference Desk toll-free at 1-888-249-1822, by e-mail at [refer@regent.edu](mailto:refer@regent.edu), or students may contact Harold Henke, Regent Undergrad Librarian, at [harohen@regent.edu](mailto:harohen@regent.edu).

## ACADEMIC SUPPORT

To enable students to succeed, Regent University makes available to all students a number of resources, including the University Writing Center (go to [www.regent.edu/admin/stuserv/writingcenter](http://www.regent.edu/admin/stuserv/writingcenter)), math tutoring (see [www.regent.edu/csd](http://www.regent.edu/csd)), and other resources. More information is available in the School of Undergraduate Studies *Catalog* and on the Regent University website (<http://www.regent.edu/general/catalog/>). Students are invited to make use of these resources.

## 10. REQUIRED MATERIALS FOR THIS COURSE

1. A Bible, any version (NIV preferred).
2. **The Myth Of Religious Neutrality: An Essay on the Hidden Role of Religious Belief in Theories (Revised Edition)**, by **Roy A. Clouser**. (Note: It is imperative that students acquire the revised edition because it is significantly different from the original edition. ISBN-13: 978-0268023669.)
3. Online articles (e.g., PowerPoint files, quizzes, media, and the like) as indicated in the *Assignments/Articles* section of Bb (Blackboard) for each class. Students are responsible for the information and materials distributed through Blackboard and, for on-ground students, in class.
4. A good dictionary resource will be important.

The School of Undergraduate Studies has partnered with the Regent Bookstore to have textbooks available for purchase for all students, including distance students. Items may be ordered using the secured online catalog found at [www.regentbookstore.net](http://www.regentbookstore.net).

Students are required to keep their mailing address, e-mail address, and telephone numbers up to

date in [GENISYS](#). If a student has a problem with the books received, he/she is expected to contact Lori Duncan at [lduncan@regent.edu](mailto:lduncan@regent.edu) or (757) 226-4966.

## 11. COURSE REQUIREMENTS

### GENERAL

To succeed in this course, students are required to:

1. Consistently attend and participate in the class. Your attendance and participation are important means for the instructor to assess your skills, quality of thought, and growth as a student. The **Attendance policy** and procedures are described below. Requirements for your participation in Blackboard discussions —important both for your learning and for your instructor’s evaluation of your progress in the course—are described below (see also **Requirements regarding Blackboard Discussions under Course Schedule** below).
2. Pay close and timely attention to reading assignments and other assigned work. You are responsible for preparing assigned readings carefully by the date listed on the schedule below and to complete tests, projects, and other assignments by the date listed. Out of fairness to all, late assignments are penalized as described below under “**Late Assignments.**”
3. Carefully follow course policies and procedures regarding writing, academic honesty, submission of assignments, formatting, and other matters, as specified below or through Blackboard. Since following directions is a crucial skill for university graduates—and since the smooth operation of our course depends on all of us meeting each other’s expectations—adherence to policies can positively or adversely affect a student’s grade.

## 12. COURSE POLICIES AND PROCEDURES

### WRITING

All papers and essays at Regent University must follow the writing style format required by the degree specialty for which they are being written. The writing style to be used in Philosophy courses is the **MLA Style**. (Note: See the “Resources” link in Bb, or follow <http://www.mla.org/style>)

Here’s another important link to the “MLA Writing Style Learning Module” provided by the University to help students better understand what is expected of them in the creation and writing of academic papers. I highly recommend you consult this learning module before beginning your papers: [http://www.regent.edu/acad/schcom/style\\_forms/mla/](http://www.regent.edu/acad/schcom/style_forms/mla/)

Although not a required text, you may also find the following resource an invaluable desk reference to assist in your academic writing journey:

**Gibaldi, Joseph. MLA Handbook For Writers Of Research Papers, (Sixth ed.), ISBN-13: 978-0873529860.**

## **SUBMISSION OF ASSIGNMENTS**

All written assignments (**unless otherwise instructed in Bb**) for this course should be submitted by University email directly to the Professor as a file attachment. For exceptions to this rule, please follow the directions posted in the weekly **“Assignments”** section of Bb.

**All papers** should be in **MS Word** format (.doc). When saving your document, follow this format: name; file name; and assignment; for example: “John Smith, Immanuel Kant, Essay.” When sending your document, send it as **your name and assignment**. This makes it easy for your instructor to track your work.

Every assignment must have a header with your name on it, and if it is more than one page, each page must have your last name and the page number; for example: “Smith, p. 2, Smith, p. 3,” etc. To do that, you will need to know how to use the Header and Footer option under the View menu in Microsoft Word.

## **EMAILING YOUR PROFESSOR**

The subject line of all e-mail messages related to this course should include the course number (e.g., PHIL 101), the location of the course (e.g., VB, DC, DE) and the name of the student (For example, SUBJECT: PHIL 101 VB, John Smith). Following these directions enables the professor to quickly identify the student and course, facilitating a timely response. Students should always include their first and last name at the end of all e-mail messages.

## **13. ATTENDANCE AND PARTICIPATION POLICY for the School of Undergraduate Studies**

Regent University recognizes the importance of class attendance and participation for students’ learning. While attendance alone does not guarantee learning, engagement with the class through regular attendance and participation is essential to learning, both to the individual student and to the class itself as all benefit by others’ contributions. At Regent University, class attendance, understood as the act of being present, is considered to be separate from participating in the class, understood as active engagement through discussion and other forms of interaction. Both are valuable to student learning.

Like other institutions of higher education, Regent University is required to maintain accurate attendance records by the U.S. Department of Education.

Attendance is tracked weekly. **For any week (7 days from Monday to Sunday) in which a student does not attend class time or, for online classes, log into the course in Blackboard, the student will be marked absent in the Blackboard grade book.** The standard by which a final date of attendance in the class is measured will be the last date on which the online student logs into the course in Blackboard or the on campus attends the on-campus class for a course, whichever is more recent. Students should be aware that this date could affect their financial aid and financial obligations.

Normally, expectations for participation—such as those for quality work in the group discussions (including those in Blackboard)--differ from the minimal requirements for attendance. Thus, at the instructor's discretion, a student who is present or absent might lose participation points. Instructors determine whether students may gain back lost participation points (for example, through additional work). **Students should be aware that instructors follow their posted policy (below) for receiving late work from students.** Work turned in late (papers, discussion board posts, etc.) could result in the loss of participation points or other components of the final course grade. Instructors are responsible to maintain accurate records regarding attendance and to follow course policies for grading student work, including students' participation. Students are responsible to attend and participate in class and to follow campus policies.

It is critical for on campus students to attend all class sessions and for online students to participate in discussion boards on time in order to accomplish learning outcomes. In addition, Regent University is required to maintain accurate attendance records by the U.S. Department of Education.

Two (2) attendance units will be recorded every week for all courses (any number of credits) for each student.

**Online students** will have two (2) Blackboard discussion board postings each week equal to sixteen (16) total attendance units for each course. Any missed or late posting will result in one (1) less attendance unit recorded (i.e. one *lost/missed* attendance unit.)

**On campus students** will have two (2) class hours each week counting toward the sixteen (16) total attendance units for each course. Any missed portion of one class hour will result in one (1) less attendance unit recorded (i.e. one *lost/missed* attendance unit) with a maximum of two (2) lost each week.

Any online or on campus course **may** have **more** than (but will not have less than) sixteen (16) total discussion board postings or class hours within the course; however, **only 16 total** (postings or class hours) **are used for recording attendance (2 each week)**. Any two hours each week may be used to calculate the lost attendance unit(s) for each student.

For four (4) or more missed attendance units a faculty member will deduct at her or his discretion up to five (5) percentage points (5%) for each missed attendance unit from the student's final grade. For six (6) or more missed attendance units a faculty member may deduct

at his or her discretion up to ten (10) percentage points (10%) for each missed attendance unit from the student's final grade.

Because class absences and missed discussion board posting deadlines sometimes result because of extenuating professional or personal situations, faculty members may, at their discretion, offer a student an opportunity to gain back some or all of the lost percentage points through whatever means are appropriate to the situation.

However, the recorded loss of the attendance unit will not be altered in the records, even if a student makes up the missed class/work and related grade points. These attendance percentage point deductions may be in addition to and separate from any lost participation points that an individual professor may also deduct for a missed class/assignment.

## **Instructor's Posted Policy for Receiving Late or Missed Work**

Work not submitted *within* four (4) days of the assignment due date (whether it was due to class absence or other reason) will normally be given a grade of "0." Unless *prior* arrangements have been made with the Professor, there is a grade reduction of 10% points per day through the fourth day. At the Professor's discretion, late work may be received for full credit under extenuating circumstances. Timely communication with your Professor is of paramount importance, if the student is experiencing setback or difficulty.

## **14. COURSE SCHEDULE**

The schedule below includes all the assignments for this course, including the due dates for the assignments that receive grades (all the assignments for each class are also located in the *Assignments* section of Bb). It is recommended that you place a copy of this Course Schedule in a convenient place and refer to it each week of the course. Follow it closely as late assignments are subject to a grade reduction and a marked absence. Fifteen to twenty hours of homework a week is assumed for a three credit hour class.

### **A.) Class 1: January 10, 2008**

#### **What is Religion?**

#### **Reading Assignments for Class 1: January 10, 2008**

**1.) Lecture 1:** Please read Lecture 1 located in the *Assignments/Class 1* section of Bb. The lecture is meant to be a short introduction, overview, and interpretation of the main reading for Class 1 (which is listed next). If there are any words you don't understand, look them up in your dictionary resource.

**2.) MRN 1:** Next, read Chapter's 1 and 2 of *The Myth of Religious Neutrality: An Essay on the Hidden Role of Religious Belief in Theories, Revised Edition*, by Roy A. Clouser (hereafter, MRN). Important Note: You will never be quizzed on the endnotes -- because they can be quite technical -- but you may find them helpful to read. The normal time-frame for readings at Regent

Undergrad is 30 pages per hour. Philosophy is different because the readings are more intellectually challenging. You should figure on 10 pages per hour. Read it reflectively, take your time, make an effort to understand (but don't get discouraged if you don't---just keep plugging along---gaining a philosophical perspective takes time), and look up any words you don't know. Anytime Clouser lists a Bible verse in MRN, look it up.

If you have not yet received your copy of MRN, the first 4 chapters have been scanned into Bb and can be found under the *Resources/Reading Materials* section.

**3.) MRN 2:** I *strongly suggest* that you read the MRN reading a second time. As I mentioned above, philosophy is intellectually challenging. Many of its challenges, however, have a way of disappearing during the course of a second reading. Although my lectures help to understand MRN, *there is no easy way around a thorough study of the text.*

**4.) Articles 1:** I suggest that sometime during the course of the above readings you read the biographical information provided on the various philosophers and theologians that Clouser makes mention of in MRN (exactly when you do this I leave to your discretion). Instructions on how to access the external links that contain this information can be found in the *Assignments/Class 1* section of Bb under Articles 1. These sites are provided for you as background information on these individuals. Reading them will help you to understand MRN better. I am mainly interested in you reading the biographical sections of these articles, but you may certainly read the more substantive sections that usually follow. *You will not be quizzed on this material.* In the *External Links* section of Bb, all of the thinkers for every class are listed in chronological order---it's kind of like a short course in the history of philosophy.

**5.) Power Points 1:** I believe you will find it helpful to read through Power Points 1. Power Points 1 is a collection of the most crucial quotations from the MRN reading for Class 1. It serves two purposes: 1.) It is essentially a short overview of the assigned reading from MRN written by Clouser himself. Thus, it can help you to grasp the main gist of this section of MRN; and 2.) It is an aid to the **Debate 1** assignment and **Homework 1** assignment listed below. You will notice that there are a number of questions interspersed throughout the quotations. The first of these questions must be answered for the Debate assignment explained below, and one of the others (there are usually 5 or 6 to choose from) must be answered for the Homework assignment explained below. The questions are located amidst the particular **Power Points** most likely to help you in answering the questions for these assignments. You can find the quotations in the *Assignments/Class 1* section of Bb under Power Points 1.

If you have any questions about any of the above readings you may post a question to me on the *Discussion Board/General Course Questions* section of Bb (I prefer that you use this venue because then your question and my answer are available to the whole class -- so everyone benefits). You may also e-mail or call me with questions outside of class. If, for any reason, you need to meet me in person, please email or call for an appointment.

### **Graded Assignments for Class 1:**

**1.) Debate 1:** You must write an **Original Post** in answer to the Debate 1 question located in the **Groups/Group Discussion Board** section of Bb for review and critical response by your fellow group members and me (click on “Debate 1” to access the discussion thread). Your submissions should be between **100-200 words** and are due by **Wednesday, January 9, 2008 midnight** (the earlier the better). As mentioned above, the Debate 1 question can also be found in Power Points 1. It is located amidst the quotations from MRN most likely to help you construct a good argument in response to the question. In this way you may easily consult what Clouser has to say about these issues in MRN. Obviously, you may also consult the full text of MRN, and Lecture 1 as well. Although consulting these resources will help you fulfill this assignment, the Debate assignment questions are constructed in such a way so as to elicit **your own** thoughts on the matter, to encourage you to develop **your own** thoughts on the matter, and to encourage you to understand the issues at hand **for yourself**. Thus, you do not have to come up with an answer/argument that agrees with Clouser, or me. You will be graded on its quality, not its similarity to our views (of course, it is perfectly fine to construct an Original Post that agrees with either of us).

**IMPORTANT: BE SURE TO BRING A COPY OF YOUR WEEKLY POSTS/RESPONSES TO CLASS WITH YOU ON THURSDAYS ...** This is for discussion and sharing **DURING** our second hour of class each week.

You must also write a **Response Post** to each of at least two (2) group member’s **Original Posts** on the Group Discussion Board (GDB). These responses should either defend or critique your fellow group members Original Post. Your responses must be accomplished **by Saturday midnight, January 12, 2008, and must be 50-150 words**. I will also be responding to your Original Posts to the GDB and you may respond to me. **However, your responses to me do not count toward the two required Response Posts.**

Consult section **#15** of the Syllabus, **METHOD OF EVALUATION**, for information on how the Debate assignments will be graded. The Debate assignments in total are worth **30 %** of your final grade.

**2.) Homework 1:** You must answer one of the other questions that are found amidst the Power Points. This question may be selected at your discretion from the remaining possibilities (there are usually 5 or 6 to choose from). Your answer to this question must be constructed as a Microsoft Word document. Instructions on how to send it to me can be found at the Homework 1 link that is located in the **Assignments/Class 1** section of Bb. **It is imperative that you indicate which question you have chosen to answer by pasting it above your answer in the attachment.** The answer should be about **100-200 words** and is due on **Saturday, January 12, 2008 midnight**. You may quote Clouser, or me (from the Lecture), but for the most part you should put your answer in your own words.

Consult section **#15** of the Syllabus, **METHOD OF EVALUATION**, for information on how the Homework assignments will be graded. The Homework assignments in total are worth **20%** of your final grade (**there is no Homework assignment for Class 8**).

**3.) Quiz 1:** Take Quiz 1 located in the *Assignments/Class 1* section of Bb by [Saturday midnight, January 12, 2008](#). All the quizzes for this course are open book and based on the MRN reading and the Lecture for each class. They are designed to help you determine how effectively you are studying the reading material. Consult section #15 of the Syllabus, **METHOD OF EVALUATION**, for more information on the quizzes. The quizzes in total are worth **25%** of your final grade.

**4.) Final Paper:** There is a Final Paper [due on Saturday](#) midnight of [Class 8, March 1, 2008](#). Instructions on how to send the paper to me are located in the Final Paper link in the *Assignments/Class 8* section of Bb. Consult section #15 of the Syllabus, **METHOD OF EVALUATION**, for further information. The Final Paper is worth **25%** of your final grade.

**B.) Class 2: [January 17, 2008](#)**

### **Types of Religious Belief**

#### **Reading Assignments for Class 2: [January 17, 2008](#)**

**1.) Lecture 2:** Please read Lecture 2 located in the *Assignments/Class 2* section of Bb. The lecture is meant to be a short introduction, overview, and interpretation of the main reading for Class 2 (which is listed next). If there are any words you don't understand, look them up in your dictionary resource.

**2.) MRN 1:** Next, read Chapter 3 of *The Myth of Religious Neutrality: An Essay on the Hidden Role of Religious Belief in Theories, Revised Edition*, by Roy A. Clouser (hereafter, MRN). Important Note: You will never be quizzed on the endnotes---because they can be quite technical---but you may find them helpful to read. The normal time-frame for readings at Regent Undergrad is 30 pages per hour. Philosophy is different because the readings are more intellectually challenging. You should figure on 10 pages per hour. Read it reflectively, take your time, make an effort to understand (but don't get discouraged if you don't---just keep plugging along---gaining a philosophical perspective takes time), and look up any words you don't know. Anytime Clouser lists a Bible verse in MRN, look it up.

If you have not yet received your copy of MRN, the first 4 chapters have been scanned into Bb and can be found under the *Resources/Reading Materials* section.

**3.) MRN 2:** I *strongly suggest* that you read the MRN reading a second time. As I mentioned above, philosophy is intellectually challenging. Many of its challenges, however, have a way of disappearing during the course of a second reading. Although my lectures help to understand MRN, *there is no easy way around a thorough study of the text*.

**4.) Articles 2:** I suggest that sometime during the course of the above readings you read the biographical information provided on the various philosophers and theologians that Clouser makes mention of in MRN (exactly when you do this I leave to your discretion). Instructions on how to access the external links that contain this information can be found in the

*Assignments/Class 2* section of Bb under Articles 2. These sites are provided for you as background information on these individuals. Reading them will help you to understand MRN better. I am mainly interested in you reading the biographical sections of these articles, but you may certainly read the more substantive sections that usually follow. ***You will not be quizzed on this material.*** In the *External Links* section of Bb, all of the thinkers for every class are listed in chronological order---it's kind of like a short course in the history of philosophy.

**5.) Power Points 2:** I believe you will find it helpful to read through Power Points 2. Power Points 2 is a collection of the most crucial quotations from the MRN reading for Class 2. It serves two purposes: 1.) It is essentially a short overview of the assigned reading from MRN written by Clouser himself. Thus, it can help you to grasp the main gist of this section of MRN; and 2.) It is an aid to the **Debate 2** assignment and **Homework 2** assignment listed below. You will notice that there are a number of questions interspersed throughout the quotations. The first of these questions must be answered for the Debate assignment explained below, and one of the others (there are usually 5 or 6 to choose from) must be answered for the Homework assignment explained below. The questions are located amidst the particular Power Points most likely to help you in answering the questions for these assignments. You can find the quotations in the *Assignments/Class 2* section of Bb under Power Points 2.

If you have any questions about any of the above readings you may post a question to me on the *Discussion Board/General Course Questions* section of Bb (I prefer that you use this venue because then your question and my answer are available to the whole class---so everyone benefits). You may also e-mail or call me with questions outside of class. If, for any reason, you need to meet me in person, please email or call for an appointment.

### **Graded Assignments for Class 2:**

**1.) Debate 2:** You must write an **Original Post** in answer to the Debate 2 question located in the *Groups/Group Discussion Board* section of Bb for review and critical response by your fellow group members and me (click on "Debate 2" to access the discussion thread). Your submissions should be between **100-200 words** and are due **by Wednesday midnight, January 16, 2008** (the earlier the better). As mentioned above, the Debate 2 question can also be found in Power Points 2. It is located amidst the quotations from MRN most likely to help you construct a good argument in response to the question. In this way you may easily consult what Clouser has to say about these issues in MRN. Obviously, you may also consult the full text of MRN, and Lecture 2 as well. Although consulting these resources will help you fulfill this assignment, the Debate assignment questions are constructed in such a way so as to elicit **your own** thoughts on the matter, to encourage you to develop **your own** thoughts on the matter, and to encourage you to understand the issues at hand **for yourself**. Thus, you do not have to come up with an answer/argument that agrees with Clouser, or me. You will be graded on its quality, not its similarity to our views (of course, it is perfectly fine to construct an Original Post that agrees with either of us).

**IMPORTANT: BE SURE TO BRING A COPY OF YOUR WEEKLY POSTS/RESPONSES TO CLASS WITH YOU ON THURSDAYS ... This is for discussion and sharing DURING our second hour of class each week.**

You must also write a **Response Post** to each of at least two (2) group member's **Original Posts** on the Group Discussion Board (GDB). These responses should either defend or critique your fellow group members Original Post. Your responses must be accomplished [by Saturday midnight, January 19, 2008](#), and must be [50-150 words](#). I will also be responding to your Original Posts to the GDB and you may respond to me. **However, your responses to me do not count toward the two required Response Posts.**

Consult section **#15** of the Syllabus, **METHOD OF EVALUATION**, for information on how the Debate assignments will be graded. The Debate assignments in total are worth **30 %** of your final grade.

**2.) Homework 2:** You must answer one of the other questions that are found amidst the Power Points. This question may be selected at your discretion from the remaining possibilities (there are usually 5 or 6 to choose from). Your answer to this question must be constructed as a Microsoft Word document. Instructions on how to send it to me can be found at the Homework 2 link that is located in the *Assignments/Class 2* section of Bb. **It is imperative that you indicate which question you have chosen to answer by pasting it above your answer in the attachment.** The answer should be about [100-200 words](#) and is [due on Saturday midnight, January 19, 2008](#). You may quote Clouser, or me (from the Lecture), but for the most part you should put your answer in your own words.

Consult section **#15** of the Syllabus, **METHOD OF EVALUATION**, for information on how the Homework assignments will be graded. The Homework assignments in total are worth **20%** of your final grade (**there is no Homework assignment for Class 8**).

**3.) Quiz 2:** Take Quiz 2 located in the *Assignments/Class 2* section of Bb [by Saturday midnight, January 19, 2008](#). All the quizzes for this course are open book and based on the MRN reading and the Lecture for each class. They are designed to help you determine how effectively you are studying the reading material. Consult section **#15** of the Syllabus, **METHOD OF EVALUATION**, for more information on the quizzes. The quizzes in total are worth **25%** of your final grade.

**4.) Final Paper:** There is a Final Paper due [on Saturday midnight of Class 8, March 1, 2008](#). Instructions on how to send the paper to me are located in the Final Paper link in the *Assignments/Class 8* section of Bb. Consult section **#15** of the Syllabus, **METHOD OF EVALUATION**, for further information. The Final Paper is worth **25%** of your final grade.

C.) **Class 3:** [January 24, 2008](#)

### What is a Theory?

**Reading Assignments for Class 3:** [January 24, 2008](#)

**1.) Lecture 3:** Please read Lecture 3 located in the *Assignments/Class 3* section of Bb. The lecture is meant to be a short introduction, overview, and interpretation of the main reading for Class 3 (which is listed next). If there are any words you don't understand, look them up in your dictionary resource.

**2.) MRN 1:** Next, read Chapter 4 of *The Myth of Religious Neutrality: An Essay on the Hidden Role of Religious Belief in Theories, Revised Edition*, by Roy A. Clouser (hereafter, MRN). Important Note: You will never be quizzed on the endnotes---because they can be quite technical---but you may find them helpful to read. The normal time-frame for readings at Regent Undergrad is 30 pages per hour. Philosophy is different because the readings are more intellectually challenging. You should figure on 10 pages per hour. Read it reflectively, take your time, make an effort to understand (but don't get discouraged if you don't---just keep plugging along---gaining a philosophical perspective takes time), and look up any words you don't know. Anytime Clouser lists a Bible verse in MRN, look it up.

If you have not yet received your copy of MRN, the first 4 chapters have been scanned into Bb and can be found under the *Resources/Reading Materials* section.

**3.) MRN 2:** I *strongly suggest* that you read the MRN reading a second time. As I mentioned above, philosophy is intellectually challenging. Many of its challenges, however, have a way of disappearing during the course of a second reading. Although my lectures help to understand MRN, *there is no easy way around a thorough study of the text.*

**4.) Articles 3:** I suggest that sometime during the course of the above readings you read the biographical information provided on the various philosophers and theologians that Clouser makes mention of in MRN (exactly when you do this I leave to your discretion). Instructions on how to access the external links that contain this information can be found in the *Assignments/Class 3* section of Bb under Articles 3. These sites are provided for you as background information on these individuals. Reading them will help you to understand MRN better. I am mainly interested in you reading the biographical sections of these articles, but you may certainly read the more substantive sections that usually follow. *You will not be quizzed on this material.* In the *External Links* section of Bb, all of the thinkers for every class are listed in chronological order---it's kind of like a short course in the history of philosophy.

**5.) Power Points 3:** I believe you will find it helpful to read through Power Points 3. Power Points 3 is a collection of the most crucial quotations from the MRN reading for Class 3. It serves two purposes: 1.) It is essentially a short overview of the assigned reading from MRN written by Clouser himself. Thus, it can help you to grasp the main gist of this section of MRN; and 2.) It is an aid to the **Debate 3** assignment and **Homework 3** assignment listed below. You will notice that there are a number of questions interspersed throughout the quotations. The first of these questions must be answered for the Debate assignment explained below, and one of the others (there are usually 5 or 6 to choose from) must be answered for the Homework assignment explained below. The questions are located amidst the particular Power Points most likely to help you in answering the questions for these assignments. You can find the quotations in the *Assignments/Class 3* section of Bb under Power Points 3.

If you have any questions about any of the above readings you may post a question to me on the *Discussion Board/General Course Questions* section of Bb (I prefer that you use this venue because then your question and my answer are available to the whole class--so everyone benefits). You may also e-mail or call me with questions outside of class. If, for any reason, you need to meet me in person, please email or call for an appointment.

### **Graded Assignments for Class 3:**

**1.) Debate 3:** You must write an **Original Post** in answer to the Debate 3 question located in the *Groups/Group Discussion Board* section of Bb for review and critical response by your fellow group members and me (click on "Debate 3" to access the discussion thread). Your submissions should be between **100-200 words** and are due **by Wednesday, January 23, 2008 at midnight** (the earlier the better). As mentioned above, the Debate 3 question can also be found in Power Points 3. It is located amidst the quotations from MRN most likely to help you construct a good argument in response to the question. In this way you may easily consult what Clouser has to say about these issues in MRN. Obviously, you may also consult the full text of MRN, and Lecture 3 as well. Although consulting these resources will help you fulfill this assignment, the Debate assignment questions are constructed in such a way so as to elicit *your own* thoughts on the matter, to encourage you to develop *your own* thoughts on the matter, and to encourage you to understand the issues at hand *for yourself*. Thus, you do not have to come up with an answer/argument that agrees with Clouser, or me. You will be graded on its quality, not its similarity to our views (of course, it is perfectly fine to construct an Original Post that agrees with either of us).

**IMPORTANT: BE SURE TO BRING A COPY OF YOUR WEEKLY POSTS/RESPONSES TO CLASS WITH YOU ON THURSDAYS ... This is for discussion and sharing DURING our second hour of class each week.**

You must also write a **Response Post** to each of at least two (2) group member's **Original Posts** on the Group Discussion Board (GDB). These responses should either defend or critique your fellow group members Original Post. Your responses must be accomplished **by Saturday midnight, January 26, 2008**, and must be **50-150 words**. I will also be responding to your Original Posts to the GDB and you may respond to me. **However, your responses to me do not count toward the two required Response Posts.**

Consult section **#15** of the Syllabus, **METHOD OF EVALUATION**, for information on how the Debate assignments will be graded. The Debate assignments in total are worth **30 %** of your final grade.

**2.) Homework 3:** You must answer one of the other questions that are found amidst the Power Points. This question may be selected at your discretion from the remaining possibilities (there are usually 5 or 6 to choose from). Your answer to this question must be constructed as a Microsoft Word document. Instructions on how to send it to me can be found at the Homework 3 link that is located in the *Assignments/Class 3* section of Bb. **It is imperative that you indicate which question you have chosen to answer by pasting it above your answer in the attachment.** The answer should be about **100-200 words** and is due on **Saturday midnight**,

January 26, 2008. You may quote Clouser, or me (from the Lecture), but for the most part you should put your answer in your own words.

Consult section #15 of the Syllabus, **METHOD OF EVALUATION**, for information on how the Homework assignments will be graded. The Homework assignments in total are worth **20%** of your final grade (**there is no Homework assignment for Class 8**).

**3.) Quiz 3:** Take Quiz 3 located in the *Assignments/Class 3* section of Bb by **Saturday midnight, January 26, 2008**. All the quizzes for this course are open book and based on the MRN reading and the Lecture for each class. They are designed to help you determine how effectively you are studying the reading material. Consult section #15 of the Syllabus, **METHOD OF EVALUATION**, for more information on the quizzes. The quizzes in total are worth **25%** of your final grade.

**4.) Final Paper:** There is a Final Paper due **on Saturday** midnight of **Class 8, March 1, 2008**. Instructions on how to send the paper to me are located in the Final Paper link in the *Assignments/Class 8* section of Bb. Consult section #15 of the Syllabus, **METHOD OF EVALUATION**, for further information. The Final Paper is worth **25%** of your final grade.

**D.) Class 4: January 31, 2008**

### **Theories and Religion: The Alternatives**

#### **Reading Assignments for Class 4: January 31, 2008**

**1.) Lecture 4:** Please read Lecture 4 located in the *Assignments/Class 4* section of Bb. The lecture is meant to be a short introduction, overview, and interpretation of the main reading for Class 4 (which is listed next). If there are any words you don't understand, look them up in your dictionary resource.

**2.) MRN 1:** Next, read Chapter 5 of *The Myth of Religious Neutrality: An Essay on the Hidden Role of Religious Belief in Theories, Revised Edition*, by Roy A. Clouser (hereafter, MRN). Important Note: You will never be quizzed on the endnotes---because they can be quite technical---but you may find them helpful to read. The normal time-frame for readings at Regent Undergrad is 30 pages per hour. Philosophy is different because the readings are more intellectually challenging. You should figure on 10 pages per hour. Read it reflectively, take your time, make an effort to understand (but don't get discouraged if you don't---just keep plugging along---gaining a philosophical perspective takes time), and look up any words you don't know. Anytime Clouser lists a Bible verse in MRN, look it up.

**3.) MRN 2:** I *strongly suggest* that you read the MRN reading a second time. As I mentioned above, philosophy is intellectually challenging. Many of its challenges, however, have a way of disappearing during the course of a second reading. Although my lectures help to understand MRN, *there is no easy way around a thorough study of the text*.

**4.) Articles 4:** I suggest that sometime during the course of the above readings you read the biographical information provided on the various philosophers and theologians that Clouser makes mention of in MRN (exactly when you do this I leave to your discretion). Instructions on how to access the external links that contain this information can be found in the *Assignments/Class 4* section of Bb under Articles 4. These sites are provided for you as background information on these individuals. Reading them will help you to understand MRN better. I am mainly interested in you reading the biographical sections of these articles, but you may certainly read the more substantive sections that usually follow. ***You will not be quizzed on this material.*** In the *External Links* section of Bb, all of the thinkers for every class are listed in chronological order---it's kind of like a short course in the history of philosophy.

**5.) Power Points 4:** I believe you will find it helpful to read through Power Points 4. Power Points 4 is a collection of the most crucial quotations from the MRN reading for Class 4. It serves two purposes: 1.) It is essentially a short overview of the assigned reading from MRN written by Clouser himself. Thus, it can help you to grasp the main gist of this section of MRN; and 2.) It is an aid to the **Debate 4** assignment and **Homework 4** assignment listed below. You will notice that there are a number of questions interspersed throughout the quotations. The first of these questions must be answered for the Debate assignment explained below, and one of the others (there are usually 5 or 6 to choose from) must be answered for the Homework assignment explained below. The questions are located amidst the particular Power Points most likely to help you in answering the questions for these assignments. You can find the quotations in the *Assignments/Class 4* section of Bb under Power Points 4.

If you have any questions about any of the above readings you may post a question to me on the *Discussion Board/General Course Questions* section of Bb (I prefer that you use this venue because then your question and my answer are available to the whole class---so everyone benefits). You may also e-mail or call me with questions outside of class. If, for any reason, you need to meet me in person, please email or call for an appointment.

#### **Graded Assignments for Class 4:**

**1.) Debate 4:** You must write an **Original Post** in answer to the Debate 4 question located in the *Groups/Group Discussion Board* section of Bb for review and critical response by your fellow group members and me (click on "Debate 4" to access the discussion thread). Your submissions should be between **100-200 words** and are due **by Wednesday, January 30, 2008 midnight** (the earlier the better). As mentioned above, the Debate 4 question can also be found in Power Points 4. It is located amidst the quotations from MRN most likely to help you construct a good argument in response to the question. In this way you may easily consult what Clouser has to say about these issues in MRN. Obviously, you may also consult the full text of MRN, and Lecture 4 as well. Although consulting these resources will help you fulfill this assignment, the Debate assignment questions are constructed in such a way so as to elicit ***your own*** thoughts on the matter, to encourage you to develop ***your own*** thoughts on the matter, and to encourage you to understand the issues at hand ***for yourself***. Thus, you do not have to come up with an answer/argument that agrees with Clouser, or me. You will be graded on its quality, not its similarity to our views (of course, it is perfectly fine to construct an Original Post that agrees with either of us).

IMPORTANT: BE SURE TO BRING A COPY OF YOUR WEEKLY POSTS/RESPONSES TO CLASS WITH YOU ON THURSDAYS ... This is for discussion and sharing DURING our second hour of class each week.

You must also write a **Response Post** to each of at least two (2) group member's **Original Posts** on the Group Discussion Board (GDB). These responses should either defend or critique your fellow group members Original Post. Your responses must be accomplished by [Saturday midnight, February 2, 2008](#), and must be [50-150 words](#). I will also be responding to your Original Posts to the GDB and you may respond to me. **However, your responses to me do not count toward the two required Response Posts.**

Consult section **#15** of the Syllabus, **METHOD OF EVALUATION**, for information on how the Debate assignments will be graded. The Debate assignments in total are worth **30 %** of your final grade.

**2.) Homework 4:** You must answer one of the other questions that are found amidst the Power Points. This question may be selected at your discretion from the remaining possibilities (there are usually 5 or 6 to choose from). Your answer to this question must be constructed as a Microsoft Word document. Instructions on how to send it to me can be found at the Homework 4 link that is located in the *Assignments/Class 4* section of Bb. **It is imperative that you indicate which question you have chosen to answer by pasting it above your answer in the attachment.** The answer should be about [100-200 words](#) and is due on [Saturday midnight, February 2, 2008](#). You may quote Clouser, or me (from the Lecture), but for the most part you should put your answer in your own words.

Consult section **#15** of the Syllabus, **METHOD OF EVALUATION**, for information on how the Homework assignments will be graded. The Homework assignments in total are worth **20%** of your final grade (**there is no Homework assignment for Class 8**).

**3.) Quiz 4:** Take Quiz 4 located in the *Assignments/Class 4* section of Bb by [Saturday midnight, February 2, 2008](#). All the quizzes for this course are open book and based on the MRN reading and the Lecture for each class. They are designed to help you determine how effectively you are studying the reading material. Consult section **#15** of the Syllabus, **METHOD OF EVALUATION**, for more information on the quizzes. The quizzes in total are worth **25%** of your final grade.

**4.) Final Paper:** There is a Final Paper [due on Saturday](#) midnight of [Class 8, March 1, 2008](#). Instructions on how to send the paper to me are located in the Final Paper link in the *Assignments/Class 8* section of Bb. Consult section **#15** of the Syllabus, **METHOD OF EVALUATION**, for further information. The Final Paper is worth **25%** of your final grade.

**E.) Class 5:** [February 7, 2008](#)

### The Need for a New Beginning

## Reading Assignments for Class 5: February 7, 2008.

1.) **Lecture 5:** Please read Lecture 5 located in the *Assignments/Class 5* section of Bb. The lecture is meant to be a short introduction, overview, and interpretation of the main reading for Class 5 (which is listed next). If there are any words you don't understand, look them up in your dictionary resource.

2.) **MRN 1:** Next, read Chapter 10 of *The Myth of Religious Neutrality: An Essay on the Hidden Role of Religious Belief in Theories, Revised Edition*, by Roy A. Clouser (hereafter, MRN). Important Note: You will never be quizzed on the endnotes---because they can be quite technical---but you may find them helpful to read. The normal time-frame for readings at Regent Undergrad is 30 pages per hour. Philosophy is different because the readings are more intellectually challenging. You should figure on 10 pages per hour. Read it reflectively, take your time, make an effort to understand (but don't get discouraged if you don't---just keep plugging along---gaining a philosophical perspective takes time), and look up any words you don't know. Anytime Clouser lists a Bible verse in MRN, look it up.

3.) **MRN 2:** I *strongly suggest* that you read the MRN reading a second time. As I mentioned above, philosophy is intellectually challenging. Many of its challenges, however, have a way of disappearing during the course of a second reading. Although my lectures help to understand MRN, *there is no easy way around a thorough study of the text.*

4.) **Articles 5:** I suggest that sometime during the course of the above readings you read the biographical information provided on the various philosophers and theologians that Clouser makes mention of in MRN (exactly when you do this I leave to your discretion). Instructions on how to access the external links that contain this information can be found in the *Assignments/Class 5* section of Bb under Articles 5. These sites are provided for you as background information on these individuals. Reading them will help you to understand MRN better. I am mainly interested in you reading the biographical sections of these articles, but you may certainly read the more substantive sections that usually follow. *You will not be quizzed on this material.* In the *External Links* section of Bb, all of the thinkers for every class are listed in chronological order---it's kind of like a short course in the history of philosophy.

5.) **Power Points 5:** I believe you will find it helpful to read through Power Points 5. Power Points 5 is a collection of the most crucial quotations from the MRN reading for Class 5. It serves two purposes: 1.) It is essentially a short overview of the assigned reading from MRN written by Clouser himself. Thus, it can help you to grasp the main gist of this section of MRN; and 2.) It is an aid to the **Debate 5** assignment and **Homework 5** assignment listed below. You will notice that there are a number of questions interspersed throughout the quotations. The first of these questions must be answered for the Debate assignment explained below, and one of the others (there are usually 5 or 6 to choose from) must be answered for the Homework assignment explained below. The questions are located amidst the particular Power Points most likely to help you in answering the questions for these assignments. You can find the quotations in the *Assignments/Class 5* section of Bb under Power Points 5.

If you have any questions about any of the above readings you may post a question to me on the *Discussion Board/General Course Questions* section of Bb (I prefer that you use this venue because then your question and my answer are available to the whole class--so everyone benefits). You may also e-mail or call me with questions outside of class. If, for any reason, you need to meet me in person, please email or call for an appointment.

### **Graded Assignments for Class 5:**

**1.) Debate 5:** You must write an **Original Post** in answer to the Debate 5 question located in the *Groups/Group Discussion Board* section of Bb for review and critical response by your fellow group members and me (click on "Debate 5" to access the discussion thread). Your submissions should be between **100-200 words** and are due **by Wednesday, February 6, 2008 midnight** (the earlier the better). As mentioned above, the Debate 5 question can also be found in Power Points 5. It is located amidst the quotations from MRN most likely to help you construct a good argument in response to the question. In this way you may easily consult what Clouser has to say about these issues in MRN. Obviously, you may also consult the full text of MRN, and Lecture 5 as well. Although consulting these resources will help you fulfill this assignment, the Debate assignment questions are constructed in such a way so as to elicit *your own* thoughts on the matter, to encourage you to develop *your own* thoughts on the matter, and to encourage you to understand the issues at hand *for yourself*. Thus, you do not have to come up with an answer/argument that agrees with Clouser, or me. You will be graded on its quality, not its similarity to our views (of course, it is perfectly fine to construct an Original Post that agrees with either of us).

**IMPORTANT: BE SURE TO BRING A COPY OF YOUR WEEKLY POSTS/RESPONSES TO CLASS WITH YOU ON THURSDAYS ... This is for discussion and sharing DURING our second hour of class each week.**

You must also write a **Response Post** to each of at least two (2) group member's **Original Posts** on the Group Discussion Board (GDB). These responses should either defend or critique your fellow group members Original Post. Your responses must be accomplished **by Saturday midnight, February 9, 2008**, and must be **50-150 words**. I will also be responding to your Original Posts to the GDB and you may respond to me. **However, your responses to me do not count toward the two required Response Posts.**

Consult section **#15** of the Syllabus, **METHOD OF EVALUATION**, for information on how the Debate assignments will be graded. The Debate assignments in total are worth **30 %** of your final grade.

**2.) Homework 5:** You must answer one of the other questions that are found amidst the Power Points. This question may be selected at your discretion from the remaining possibilities (there are usually 5 or 6 to choose from). Your answer to this question must be constructed as a Microsoft Word document. Instructions on how to send it to me can be found at the Homework 5 link that is located in the *Assignments/Class 5* section of Bb. **It is imperative that you indicate which question you have chosen to answer by pasting it above your answer in the attachment.** The answer should be about **100-200 words** and is **due on Saturday midnight**,

February 9, 2008. You may quote Clouser, or me (from the Lecture), but for the most part you should put your answer in your own words.

Consult section #15 of the Syllabus, **METHOD OF EVALUATION**, for information on how the Homework assignments will be graded. The Homework assignments in total are worth **20%** of your final grade (**there is no Homework assignment for Class 8**).

**3.) Quiz 5:** Take Quiz 5 located in the *Assignments/Class 5* section of Bb by [Saturday midnight, February 9, 2008](#). All the quizzes for this course are open book and based on the MRN reading and the Lecture for each class. They are designed to help you determine how effectively you are studying the reading material. Consult section #15 of the Syllabus, **METHOD OF EVALUATION**, for more information on the quizzes. The quizzes in total are worth **25%** of your final grade.

**4.) Final Paper:** There is a Final Paper [due on Saturday](#) midnight of [Class 8, March 1, 2008](#). Instructions on how to send the paper to me are located in the Final Paper link in the *Assignments/Class 8* section of Bb. Consult section #15 of the Syllabus, **METHOD OF EVALUATION**, for further information. The Final Paper is worth **25%** of your final grade.

\*\*\* Note: *All* proposed paper topics should be squared with me [in class, Thursday, February 7, 2008](#), or not later than the [Saturday, February 9<sup>th</sup>](#) of the [fifth week on line](#) by email to: [Kevicra@regent.edu](mailto:Kevicra@regent.edu)

**F.) Class 6: February 14, 2008**

### **A Non-Reductionist Theory of Reality**

**Reading Assignments for Class 6: February 14, 2008**

**1.) Lecture 6:** Please read Lecture 6 located in the *Assignments/Class 6* section of Bb. The lecture is meant to be a short introduction, overview, and interpretation of the main reading for Class 6 (which is listed next). If there are any words you don't understand, look them up in your dictionary resource.

**2.) MRN 1:** Next, read Chapter 11 of *The Myth of Religious Neutrality: An Essay on the Hidden Role of Religious Belief in Theories, Revised Edition*, by Roy A. Clouser (hereafter, MRN). Important Note: You will never be quizzed on the endnotes---because they can be quite technical---but you may find them helpful to read. The normal time-frame for readings at Regent Undergrad is 30 pages per hour. Philosophy is different because the readings are more intellectually challenging. You should figure on 10 pages per hour. Read it reflectively, take your time, make an effort to understand (but don't get discouraged if you don't---just keep plugging along---gaining a philosophical perspective takes time), and look up any words you don't know. Anytime Clouser lists a Bible verse in MRN, look it up.

**3.) MRN 2:** I *strongly suggest* that you read the MRN reading a second time. As I mentioned above, philosophy is intellectually challenging. Many of its challenges, however, have a way of

disappearing during the course of a second reading. Although my lectures help to understand MRN, *there is no easy way around a thorough study of the text.*

**4.) Articles 6:** I suggest that sometime during the course of the above readings you read the biographical information provided on the various philosophers and theologians that Clouser makes mention of in MRN (exactly when you do this I leave to your discretion). Instructions on how to access the external links that contain this information can be found in the *Assignments/Class 6* section of Bb under Articles 6. These sites are provided for you as background information on these individuals. Reading them will help you to understand MRN better. I am mainly interested in you reading the biographical sections of these articles, but you may certainly read the more substantive sections that usually follow. *You will not be quizzed on this material.* In the *External Links* section of Bb, all of the thinkers for every class are listed in chronological order---it's kind of like a short course in the history of philosophy.

**5.) Power Points 6:** I believe you will find it helpful to read through Power Points 6. Power Points 6 is a collection of the most crucial quotations from the MRN reading for Class 6. It serves two purposes: 1.) It is essentially a short overview of the assigned reading from MRN written by Clouser himself. Thus, it can help you to grasp the main gist of this section of MRN; and 2.) It is an aid to the **Debate 6** assignment and **Homework 6** assignment listed below. You will notice that there are a number of questions interspersed throughout the quotations. The first of these questions must be answered for the Debate assignment explained below, and one of the others (there are usually 5 or 6 to choose from) must be answered for the Homework assignment explained below. The questions are located amidst the particular Power Points most likely to help you in answering the questions for these assignments. You can find the quotations in the *Assignments/Class 6* section of Bb under Power Points 6.

If you have any questions about any of the above readings you may post a question to me on the *Discussion Board/General Course Questions* section of Bb (I prefer that you use this venue because then your question and my answer are available to the whole class---so everyone benefits). You may also e-mail or call me with questions outside of class. If, for any reason, you need to meet me in person, please email or call for an appointment.

### **Graded Assignments for Class 6:**

**1.) Debate 6:** You must write an **Original Post** in answer to the Debate 6 question located in the *Groups/Group Discussion Board* section of Bb for review and critical response by your fellow group members and me (click on "Debate 6" to access the discussion thread). Your submissions should be between **100-200 words** and are due **by Wednesday, February 13, 2008 midnight** (the earlier the better). As mentioned above, the Debate 6 question can also be found in Power Points 6. It is located amidst the quotations from MRN most likely to help you construct a good argument in response to the question. In this way you may easily consult what Clouser has to say about these issues in MRN. Obviously, you may also consult the full text of MRN, and Lecture 6 as well. Although consulting these resources will help you fulfill this assignment, the Debate assignment questions are constructed in such a way so as to elicit *your own* thoughts on the matter, to encourage you to develop *your own* thoughts on the matter, and to encourage you to understand the issues at hand *for yourself*. Thus, you do not have to come up with an

answer/argument that agrees with Clouser, or me. You will be graded on its quality, not its similarity to our views (of course, it is perfectly fine to construct an Original Post that agrees with either of us).

**IMPORTANT: BE SURE TO BRING A COPY OF YOUR WEEKLY POSTS/RESPONSES TO CLASS WITH YOU ON THURSDAYS ...** This is for discussion and sharing DURING our second hour of class each week.

You must also write a **Response Post** to each of at least two (2) group member's **Original Posts** on the Group Discussion Board (GDB). These responses should either defend or critique your fellow group members Original Post. Your responses must be accomplished **by Saturday midnight, February 16, 2008**, and must be **50-150 words**. I will also be responding to your Original Posts to the GDB and you may respond to me. **However, your responses to me do not count toward the two required Response Posts.**

Consult section **#15** of the Syllabus, **METHOD OF EVALUATION**, for information on how the Debate assignments will be graded. The Debate assignments in total are worth **30 %** of your final grade.

**2.) Homework 6:** You must answer one of the other questions that are found amidst the Power Points. This question may be selected at your discretion from the remaining possibilities (there are usually 5 or 6 to choose from). Your answer to this question must be constructed as a Microsoft Word document. Instructions on how to send it to me can be found at the Homework 6 link that is located in the *Assignments/Class 6* section of Bb. **It is imperative that you indicate which question you have chosen to answer by pasting it above your answer in the attachment.** The answer should be about **100-200 words** and is **due on Saturday midnight, February 16, 2008**. You may quote Clouser, or me (from the Lecture), but for the most part you should put your answer in your own words.

Consult section **#15** of the Syllabus, **METHOD OF EVALUATION**, for information on how the Homework assignments will be graded. The Homework assignments in total are worth **20%** of your final grade (**there is no Homework assignment for Class 8**).

**3.) Quiz 6:** Take Quiz 6 located in the *Assignments/Class 6* section of Bb **by Saturday midnight, February 16, 2008**. All the quizzes for this course are open book and based on the MRN reading and the Lecture for each class. They are designed to help you determine how effectively you are studying the reading material. Consult section **#15** of the Syllabus, **METHOD OF EVALUATION**, for more information on the quizzes. The quizzes in total are worth **25%** of your final grade.

**4.) Final Paper:** There is a Final Paper **due on Saturday** midnight of **Class 8, March 1, 2008**. Instructions on how to send the paper to me are located in the Final Paper link in the *Assignments/Class 8* section of Bb. Consult section **#15** of the Syllabus, **METHOD OF EVALUATION**, for further information. The Final Paper is worth **25%** of your final grade.

G.) Class 7: February 21, 2008

A Non-Reductionist Theory of Society

Reading Assignments for Class 7: February 21, 2008.

1.) **Lecture 7:** Please read Lecture 7 located in the *Assignments/Class 7* section of Bb. The lecture is meant to be a short introduction, overview, and interpretation of the main reading for Class 7 (which is listed next). If there are any words you don't understand, look them up in your dictionary resource.

2.) **MRN 1:** Next, read Chapter 12 of *The Myth of Religious Neutrality: An Essay on the Hidden Role of Religious Belief in Theories, Revised Edition*, by Roy A. Clouser (hereafter, MRN). Important Note: You will never be quizzed on the endnotes---because they can be quite technical---but you may find them helpful to read. The normal time-frame for readings at Regent Undergrad is 30 pages per hour. Philosophy is different because the readings are more intellectually challenging. You should figure on 10 pages per hour. Read it reflectively, take your time, make an effort to understand (but don't get discouraged if you don't---just keep plugging along---gaining a philosophical perspective takes time), and look up any words you don't know. Anytime Clouser lists a Bible verse in MRN, look it up.

3.) **MRN 2:** I *strongly suggest* that you read the MRN reading a second time. As I mentioned above, philosophy is intellectually challenging. Many of its challenges, however, have a way of disappearing during the course of a second reading. Although my lectures help to understand MRN, *there is no easy way around a thorough study of the text.*

4.) **Articles 7:** I suggest that sometime during the course of the above readings you read the biographical information provided on the various philosophers and theologians that Clouser makes mention of in MRN (exactly when you do this I leave to your discretion). Instructions on how to access the external links that contain this information can be found in the *Assignments/Class 7* section of Bb under Articles 7. These sites are provided for you as background information on these individuals. Reading them will help you to understand MRN better. I am mainly interested in you reading the biographical sections of these articles, but you may certainly read the more substantive sections that usually follow. *You will not be quizzed on this material.* In the *External Links* section of Bb, all of the thinkers for every class are listed in chronological order---it's kind of like a short course in the history of philosophy.

5.) **Power Points 7:** I believe you will find it helpful to read through Power Points 7. Power Points 7 is a collection of the most crucial quotations from the MRN reading for Class 7. It serves two purposes: 1.) It is essentially a short overview of the assigned reading from MRN written by Clouser himself. Thus, it can help you to grasp the main gist of this section of MRN; and 2.) It is an aid to the **Debate 7** assignment and **Homework 7** assignment listed below. You will notice that there are a number of questions interspersed throughout the quotations. The first of these questions must be answered for the Debate assignment explained below, and one of the others (there are usually 5 or 6 to choose from) must be answered for the Homework assignment explained below. The questions are located amidst the particular Power Points most likely to

help you in answering the questions for these assignments. You can find the quotations in the *Assignments/Class 7* section of Bb under Power Points 7.

If you have any questions about any of the above readings you may post a question to me on the *Discussion Board/General Course Questions* section of Bb (I prefer that you use this venue because then your question and my answer are available to the whole class---so everyone benefits). You may also e-mail or call me with questions outside of class. If, for any reason, you need to meet me in person, please email or call for an appointment.

### **Graded Assignments for Class 7:**

**1.) Debate 7:** You must write an **Original Post** in answer to the Debate 7 question located in the *Groups/Group Discussion Board* section of Bb for review and critical response by your fellow group members and me (click on “Debate 7” to access the discussion thread). Your submissions should be between **100-200 words** and are due **by Wednesday, February 20, 2008 midnight** (the earlier the better). As mentioned above, the Debate 7 question can also be found in Power Points 7. It is located amidst the quotations from MRN most likely to help you construct a good argument in response to the question. In this way you may easily consult what Clouser has to say about these issues in MRN. Obviously, you may also consult the full text of MRN, and Lecture 7 as well. Although consulting these resources will help you fulfill this assignment, the Debate assignment questions are constructed in such a way so as to elicit ***your own*** thoughts on the matter, to encourage you to develop ***your own*** thoughts on the matter, and to encourage you to understand the issues at hand ***for yourself***. Thus, you do not have to come up with an answer/argument that agrees with Clouser, or me. You will be graded on its quality, not its similarity to our views (of course, it is perfectly fine to construct an Original Post that agrees with either of us).

**IMPORTANT: BE SURE TO BRING A COPY OF YOUR WEEKLY POSTS/RESPONSES TO CLASS WITH YOU ON THURSDAYS ... This is for discussion and sharing DURING our second hour of class each week.**

You must also write a **Response Post** to each of at least two (2) group member’s **Original Posts** on the Group Discussion Board (GDB). These responses should either defend or critique your fellow group members Original Post. Your responses must be accomplished **by Saturday midnight, February 23, 2008**, and must be **50-150 words**. I will also be responding to your Original Posts to the GDB and you may respond to me. **However, your responses to me do not count toward the two required Response Posts.**

Consult section **#15** of the Syllabus, **METHOD OF EVALUATION**, for information on how the Debate assignments will be graded. The Debate assignments in total are worth **30 %** of your final grade.

**2.) Homework 7:** You must answer one of the other questions that are found amidst the Power Points. This question may be selected at your discretion from the remaining possibilities (there are usually 5 or 6 to choose from). Your answer to this question must be constructed as a Microsoft Word document. Instructions on how to send it to me can be found at the Homework 7

link that is located in the *Assignments/Class 7* section of Bb. **It is imperative that you indicate which question you have chosen to answer by pasting it above your answer in the attachment.** The answer should be about 100-200 words and is due on Saturday midnight, February 23, 2008. You may quote Clouser, or me (from the Lecture), but for the most part you should put your answer in your own words.

Consult section #15 of the Syllabus, **METHOD OF EVALUATION**, for information on how the Homework assignments will be graded. The Homework assignments in total are worth 20% of your final grade (**there is no Homework assignment for Class 8**).

**3.) Quiz 7:** Take Quiz 7 located in the *Assignments/Class 7* section of Bb by Saturday midnight, February 23, 2008. All the quizzes for this course are open book and based on the MRN reading and the Lecture for each class. They are designed to help you determine how effectively you are studying the reading material. Consult section #15 of the Syllabus, **METHOD OF EVALUATION**, for more information on the quizzes. The quizzes in total are worth 25% of your final grade.

**4.) Final Paper:** There is a Final Paper due on Saturday midnight of Class 8, March 1, 2008. Instructions on how to send the paper to me are located in the Final Paper link in the *Assignments/Class 8* section of Bb. Consult section #15 of the Syllabus, **METHOD OF EVALUATION**, for further information. The Final Paper is worth 25% of your final grade.

**H.) Class 8: February 28, 2008**

### A Non-Reductionist Theory of the State

**Reading Assignments for Class 8: February 28, 2008.**

**1.) Lecture 8:** Please read Lecture 8 located in the *Assignments/Class 8* section of Bb. The lecture is meant to be a short introduction, overview, and interpretation of the main reading for Class 8 (which is listed next). If there are any words you don't understand, look them up in your dictionary resource.

**2.) MRN 1:** Next, read Chapter 13 of *The Myth of Religious Neutrality: An Essay on the Hidden Role of Religious Belief in Theories, Revised Edition*, by Roy A. Clouser (hereafter, MRN). Important Note: You will never be quizzed on the endnotes---because they can be quite technical---but you may find them helpful to read. The normal time-frame for readings at Regent Undergrad is 30 pages per hour. Philosophy is different because the readings are more intellectually challenging. You should figure on 10 pages per hour. Read it reflectively, take your time, make an effort to understand (but don't get discouraged if you don't---just keep plugging along---gaining a philosophical perspective takes time), and look up any words you don't know. Anytime Clouser lists a Bible verse in MRN, look it up.

**3.) MRN 2:** I *strongly suggest* that you read the MRN reading a second time. As I mentioned above, philosophy is intellectually challenging. Many of its challenges, however, have a way of

disappearing during the course of a second reading. Although my lectures help to understand MRN, *there is no easy way around a thorough study of the text.*

**4.) Articles 8:** I suggest that sometime during the course of the above readings you read the biographical information provided on the various philosophers and theologians that Clouser makes mention of in MRN (exactly when you do this I leave to your discretion). Instructions on how to access the external links that contain this information can be found in the *Assignments/Class 8* section of Bb under Articles 8. These sites are provided for you as background information on these individuals. Reading them will help you to understand MRN better. I am mainly interested in you reading the biographical sections of these articles, but you may certainly read the more substantive sections that usually follow. *You will not be quizzed on this material.* In the *External Links* section of Bb, all of the thinkers for every class are listed in chronological order---it's kind of like a short course in the history of philosophy.

**5.) Power Points 8:** I believe you will find it helpful to read through Power Points 8. Power Points 8 is a collection of the most crucial quotations from the MRN reading for Class 8. It serves two purposes: 1.) It is essentially a short overview of the assigned reading from MRN written by Clouser himself. Thus, it can help you to grasp the main gist of this section of MRN; and 2.) It is an aid to the **Debate 8** assignment and **Homework 8** assignment listed below. You will notice that there are a number of questions interspersed throughout the quotations. The first of these questions must be answered for the Debate assignment explained below, and one of the others (there are usually 5 or 6 to choose from) must be answered for the Homework assignment explained below. The questions are located amidst the particular Power Points most likely to help you in answering the questions for these assignments. You can find the quotations in the *Assignments/Class 8* section of Bb under Power Points 8.

If you have any questions about any of the above readings you may post a question to me on the *Discussion Board/General Course Questions* section of Bb (I prefer that you use this venue because then your question and my answer are available to the whole class---so everyone benefits). You may also e-mail or call me with questions outside of class. If, for any reason, you need to meet me in person, please email or call for an appointment.

### **Graded Assignments for Class 8:**

**1.) Debate 8:** You must write an **Original Post** in answer to the Debate 8 question located in the *Groups/Group Discussion Board* section of Bb for review and critical response by your fellow group members and me (click on "Debate 8" to access the discussion thread). Your submissions should be between **100-200 words** and are due **by Wednesday, February 27, 2008 midnight** (the earlier the better). As mentioned above, the Debate 8 question can also be found in Power Points 8. It is located amidst the quotations from MRN most likely to help you construct a good argument in response to the question. In this way you may easily consult what Clouser has to say about these issues in MRN. Obviously, you may also consult the full text of MRN, and Lecture 8 as well. Although consulting these resources will help you fulfill this assignment, the Debate assignment questions are constructed in such a way so as to elicit *your own* thoughts on the matter, to encourage you to develop *your own* thoughts on the matter, and to encourage you to understand the issues at hand *for yourself*. Thus, you do not have to come up with an

answer/argument that agrees with Clouser, or me. You will be graded on its quality, not its similarity to our views (of course, it is perfectly fine to construct an Original Post that agrees with either of us).

**IMPORTANT: BE SURE TO BRING A COPY OF YOUR WEEKLY POSTS/RESPONSES TO CLASS WITH YOU ON THURSDAYS ... This is for discussion and sharing DURING our second hour of class each week.**

You must also write a **Response Post** to each of at least two (2) group member's **Original Posts** on the Group Discussion Board (GDB). These responses should either defend or critique your fellow group members Original Post. Your responses must be accomplished **by Saturday midnight, March 1, 2008** and must be **50-150 words**. I will also be responding to your Original Posts to the GDB and you may respond to me. **However, your responses to me do not count toward the two required Response Posts.**

Consult section #15 of the Syllabus, **METHOD OF EVALUATION**, for information on how the Debate assignments will be graded. The Debate assignments in total are worth **30 %** of your final grade.

## **2.) Homework 8: (none)**

Consult section #15 of the Syllabus, **METHOD OF EVALUATION**, for information on how the Homework assignments will be graded. The Homework assignments in total are worth **20%** of your final grade (**there is no Homework assignment for Class 8 to give you extra time on your final paper**).

**3.) Quiz 8:** Take Quiz 8 located in the *Assignments/Class 8* section of Bb by **Saturday midnight, March 1, 2008**. All the quizzes for this course are open book and based on the MRN reading and the Lecture for each class. They are designed to help you determine how effectively you are studying the reading material. Consult section #15 of the Syllabus, **METHOD OF EVALUATION**, for more information on the quizzes. The quizzes in total are worth **25%** of your final grade.

**4.) Final Paper:** There is a Final Paper **due on Saturday** midnight of **Class 8, March 1, 2008**. Instructions on how to send the paper to me are located in the Final Paper link in the *Assignments/Class 8* section of Bb. Consult section #15 of the Syllabus, **METHOD OF EVALUATION**, for further information. The Final Paper is worth **25%** of your final grade.

## **15. METHOD OF EVALUATION**

### **Debate Assignments**

Students must submit one **Original Post** in response to the Debate question for each week of the course. These questions are located in the *Groups/Group Discussion Board* section of Bb. The posts should be 100-200 words in length and should be posted no later than Wednesday midnight

(the earlier the better). You may strengthen your arguments by citing appropriate readings, articles or lectures, and anything we discuss in class. But the postings should consist primarily of your own thoughts.

**\*\*\*IMPORTANT: BE SURE TO BRING A COPY OF YOUR WEEKLY POSTS/RESPONSES TO CLASS WITH YOU ON THURSDAYS ... This is for discussion and sharing DURING our second hour of class each week. (Approx. 5-7 min. *per* student, informal, can be presented from your seat, if you wish.)**

**\*\*\*NOTE:** As you listen to each other's work being presented and discussed, make notes on what you think/hear in class. This will help you with the second part of the Debate Assignment (the Response Post).

Students must also submit a **Response Post** to at least two (2) other student's **Original Posts** each week of the course. These posts should be 50-150 words in length and should be posted no later than Saturday midnight of the same week (again, the earlier the better).

Students should respond to one another's posts with scholarly discussion and argumentation that is respectful and supportive even when given in defense of an opposing view. The GDB (**Group Discussion Board**) is a **free zone** and a **safe zone**, where any and all scholarly debate is welcomed and encouraged. Please observe "charity in all things," and don't easily take offense, even when you think you've been provoked. One of the goals of this course is to provide students with the opportunity to learn how to give and receive criticism appropriately; or in other words, to become intellectually mature. The ideal post will be courteous even when critical of a fellow group member's arguments.

Please know that I monitor *all* discussion threads each week and I may enter the discussions, at any time. However, when I choose not to enter the discussion by writing my own post, be assured that it is not because I have not read your posts. I *always* monitor discussion threads, whether my name appears in them or not, in order that by the end of the course I have a firm grasp of the quality of your discussion contributions. Also, Blackboard allows me to call up a quantitative review of each individual's contributions to threaded discussions, so it is a relatively easy matter to determine this gross quantitative aspect of your achievement by course end. I'm saying here that it is important that you keep up on discussions and that they will be monitored by me. Your participation will be a significant part of your course grade. Besides, it is frustrating when the rest of the course members must go back to old discussion threads just because one or two persons did not keep up on reading or bother to make discussion responses when they were due.

**Grading of the Debate assignments will be based on the following criteria:**

1. All posts must be courteous and have appropriate language.
2. All posts must have proper grammar and spelling (**this is extremely important**).
3. There must be the required number of posts.
4. The minimum word counts must be met.
5. The posts must be on time.

6. And obviously, the posts should give evidence of serious **critical engagement** with the material.

7. I will measure the strength of your responses in large part by how well you defend the position you wish to take in response to the Debate assignment question both **in class** and as posted on **Blackboard**. Also, how well you argue your critique or defense of your group member's Original Posts.

The Debate assignments are worth **30%** of your final grade.

## Homework Assignments

Every class, except Class 8, you must answer one of the questions---other than the first question, which is the Debate assignment question---that are found within the Power Points. These questions may be selected at your discretion from the remaining possibilities (there are usually 5 or 6 to choose from). Your answers to these questions must be constructed as Microsoft Word documents and sent to me as attachments to the Homework link that is located in the *Assignments* sections of Bb for each class. **It is imperative that you indicate which question you have chosen to answer each week by pasting it above your answer.** The answers should be 100-200 words and are due by Saturday midnight. You may quote Clouser, or me (from the lecture), but for the most part you should put your answers in your own words.

Grading of the Homework Assignment will be based on the following criteria:

1. All posts must have proper language.
2. All posts must have proper grammar and spelling.
3. The minimum word count must be met.
5. The answers must be sent on time.
6. And obviously, the posts should give evidence of serious **critical** engagement with the material. I will measure your strength in this area in large part by how well you defend the position you wish to take in response to the questions.

The Homework Assignments are worth **20%** of your final grade (**there is no Homework Assignment for Class 8 to give you extra time on your final paper**).

## Quizzes

Students will take an online **open-book** quiz every week for a total of **eight** Quizzes. The quizzes are located in the *Assignments* section of Bb. Quizzes consist of true/false, multiple choice, and fill-in-the-blank questions and have 10 questions each. Quizzes are timed (30 minutes) and immediate scoring will be made. The Quiz questions will be based on the MRN reading and the lecture for that particular class.

Each student will have **one** opportunity to take each quiz. Bb will **NOT** permit retaking any quiz. It is highly recommended that you keep a piece of paper handy and record each of your answers as you take a quiz in case your computer crashes, or you lose your Internet connection. If a "crash" does occur, contact me and you will receive instructions on how to complete the exam.

Most Internet Service Providers (ISPs) have an automatic “time-out” feature which will disconnect after a pre-set amount of time in which the computer receives no input from the user. **You cannot “pause” or reset your exam.** Once initialized, you have to complete the quiz or exam in the stated time-frame.

**Note:** for fill-in-the-blank questions, Bb will mark your answer **wrong** if it is misspelled (Example: “Immanuel, not Emmanuel Kant,” etc.). It is **the student’s responsibility** to check the spelling of your answers at the time of testing, **not** the teacher’s responsibility to go back and change it after the fact. So please be careful in your test taking. **Keep a dictionary with you as you take your tests.** Also, remember that Blackboard will only recognize the answer it has been programmed to receive. Unless there are instructions to the contrary, **one blank = a one-word answer.** Not observing this rule will cause your answers to be marked incorrect.

The eight quizzes are worth **25 %** of your final grade.

### **Short Final Paper**

Students must submit a Final Paper **not later than Saturday midnight** of the last week of class (**March 1, 2008**). The paper should be sent according to the instructions in the Final Paper link under the *Assignments/Class 8* section of Bb. The Paper should meet the following criteria:

1. It must be more than 4, but no more than 5-7 full pages in length (**excluding** a works cited page -- all of which should be included).
2. The paper should be doubled-spaced, 12 pt. in the New Times Roman font, and constructed as a Microsoft Word document.
3. Papers should address the salient points relating to the topic from an academic perspective. Information and ideas incorporated in the papers should be linked by a works cited page to the appropriate pages of any source material you may want to use. (Note: See MLA style, Syllabus Section 12, “Writing”...)
4. The subject matter should be taken from MRN (as indicated below) and there should be at least two external (external to MRN) articles or books used as references.
5. Papers should contain a short introductory paragraph that serves as a thesis statement, the main body of the paper, and a short conclusion paragraph that makes explicit the implications and significance of the ideas presented in the main body of the paper.
6. Proper grammar and spelling are required. ***This is extremely important for your grade.***
7. There should be ***absolutely no*** biographical information on any given thinker dealt with. In a short paper, bio material wastes precious time that should be given to making your argument, illustrating your thesis, etc.
8. You do not have to take the “party line” in order to do well. Papers will be graded on how well they are thought out and written, not on the perspective they take on the subject matter.

Possible topic areas are listed below; however, students may suggest topic areas of personal interest as alternatives. ***Whatever topic you choose must relate in some way to the big idea in Clouser’s MRN: That religious belief in that which is unconditionally non-dependent regulates philosophic and scientific theories.***

All proposed paper topics should be squared with me [in class February 7, 2008](#), or ... not later than the [Saturday, February 9, 2008](#) of the fifth week on line by emailing your topic to: [Kevicra@regent.edu](mailto:Kevicra@regent.edu)

### **Possible Topics for Final Papers:**

1.) My first recommendation is that your paper be on any of the theories of any of the intellectual movements or individual philosopher/scientists that Clouser deals with in the chapters we will *not* cover in this course -- specifically, Chapters 7, 8, and 9. For example:

- From the field of mathematics (Chapter 7): you could develop a paper on the Number-World Theory, J. S. Mill, Bertrand Russell, John Dewey, or any combination of the above. Is Clouser right that divinity beliefs affect the way mathematics is done?
- From the field of physics (Chapter 8): you could develop a paper on Ernst Mach, Albert Einstein, Werner Heisenberg, or any combination of the above. Is Clouser right that divinity beliefs affect the way physics is done?
- From the field of psychology (Chapter 9): you could develop a paper on J.B. Watson, E. M. Thorndike, B. F. Skinner, Alfred Adler, Eric Fromm, or any combination of the above. Is Clouser correct that divinity beliefs affect the way psychology is done?

2.) My second recommendation is that the paper be on any of the *other* philosopher/scientists that Clouser discusses in MRN. For example: Plato, Aristotle, Anselm, Augustine, Aquinas, Marx, etc. A good way to find Clouser's comments on these figures would be to look them up in the index. Choose a figure that Clouser has commented on with enough depth to provide material for your paper. You should also look into his comments in the endnotes for further insight into the figure.

3.) My third recommendation is that the paper be on any of the major themes found within the MRN text. For example: religious irrationalism, religious rationalism, religious scholasticism, fundamentalism (from Chapter 6); religious belief as belief in the unconditionally non-dependent; non-cultic pagan divinity beliefs (secularism); a non-reductionist view of the state; sphere sovereignty, etc.

The Final Paper is worth **25 %** of your final grade.

## **16. ACADEMIC HONESTY**

Students are on their honor to complete assignments with integrity. This means that all written assignments are to reflect the student's own work and to be submitted for credit only in this course. Where other secondary sources are used, appropriate dependence with the proper use of footnotes/works cited page must be adhered to. Relative to the entire course of study, it must be assumed that cheating and plagiarism are sins contrary to God's laws and the mission of Regent University. Plagiarism is using the intellectual property of others without proper citation, giving

the impression that it is the student's own work. Instructions concerning "take-home" and "closed-book" exams are to be honored.

Regent University subscribes to a comprehensive National Library-share and Internet-wide data base scanning system called Turnitin, which helps identify electronic sources that match those used by students in their written work.

## **17. STUDENT COURSE EVALUATION**

Students have the opportunity to provide feedback throughout the course through e-mail, telephone, and on-campus appointments. Near the end of the course, students will complete an anonymous online course evaluation form. Since the results contribute to improving course design and presentation, it is important that students be honest and constructive in their evaluations. Students will receive an e-mail reminder from the University when it is time to complete these evaluations. Please take time to provide this input. Students can access the online evaluation system at: <http://eval.regent.edu/regent/survey/students.cfm>. If you have questions about the online evaluation please contact [evaluation@regent.edu](mailto:evaluation@regent.edu).

## **18. INCOMPLETE GRADES**

Incomplete Grade Policy: An incomplete grade ("I") will only be given in a regular course for legitimate deficiencies due to serious illness, emergencies, military transfer, or other extraordinary reasons acceptable to the instructor, including university equipment problems or shortages, and not because of student neglect or convenience.

In order to request an Incomplete, the student must submit a [Request](#) for Incomplete form to the instructor before the end of the course. If more than one semester passes and the course is not completed "FX" will be posted automatically unless the student submits a completed Request for an Extension of an Incomplete form to the Program Chairperson before the end of the semester. Approval for an extension will only be approved if the serious illness, emergencies, or other extraordinary reasons is still affecting the student's life. If more than one semester elapses, the student must re-register and pay the appropriate tuition to re-enroll in the course when it is next offered.

Due to the accelerated nature of the REGENT UNDERGRAD undergraduate program, a student who acquires two concurrent incompletes will not be permitted to enroll in additional courses until the incompletes are resolved. This may delay the student's completion of the program.

## 19. GRADING: SCALE AND CRITERIA

The following grading system is followed in the School of Undergraduate Studies:

<i>Grade</i>	<i>Percentage</i>	<i>Quality Points</i>	<i>Meaning of Grade</i>
A	93-100	4.00	Superior
A-	90-92	3.67	
B+	87-89	3.33	
B	83-86	3.00	Good
B-	80-82	2.67	
C+	77-79	2.33	
C	73-76	2.00	Satisfactory
C-	70-72	1.67	
D+	67-69	1.33	
D	63-66	1.00	Poor
D-	60-62	0.67	
F	0-59	0.00	Failing

Letter grades indicate the following:

### **A A-**

Work of superior quality in all areas. Work displays an outstanding mastering of the facts, a creative and critical use of the data, and an analysis or evaluation of facts, research, and trends, that shows real scholarship and talent for undergraduate work. Practical or formational implications of work are included, as appropriate. The grade for such work will vary from A to A- according to the quality and quantity of the work.

### **B+ B B-**

Good grasp of facts, creativity and analysis, showing good comprehension of the subject. Practical or formational implications of work are included, as appropriate. The grade for such work will vary from B+ to B- according to the quality and quantity of the work.

### **C+ C C-**

The student has shown an average grasp of the facts of the course, and a satisfactory level of creativity, analytical performance, or comprehension. Practical or formational implications of work are included, as appropriate. The grade will vary from C+-C- according to the quality and quantity of the work.

### **D+ D D-**

The student has shown a below average grasp of the facts of the course, and an unsatisfactory level of creativity, analytical performance, or comprehension. Practical or formational

implications of work are included, as appropriate. All grades of D warrant the course to be retaken by the student.

## **F**

Not acceptable for undergraduate level study. The student's work indicated major deficiencies both in routine learning and in use of data. This grade denotes either unacceptable performance in spite of some effort, or failure to complete the assigned work. All grades of F warrant the course to be retaken by the student.

## **20. GRADING: PERCENTAGES**

(8) Debate Assignments =	30%
- (1) Weekly <b>Original Post</b> (posted in GDB/Bb)	
- (1) Weekly 5-7 min. <b>Presentation</b> (shared/discussed in class)	
- (2) Weekly <b>Response Post</b> (to your classmates in GDB/Bb)	
(7) Homework Assignments =	20%
(8) Quizzes (on line/open book) =	25%
(1) Short Final Paper =	25%

## **21. THE UNIVERSITY ACADEMIC HONOR CODE**

Students are on their honor to complete assignments with honesty and integrity. Academic dishonesty involves intentionally or unintentionally stealing the intellectual property of others. Students are expected to be familiar with the university's policy on academic integrity found in both the University *Student Handbook* and School of Undergraduate Studies *Catalog* (<http://www.regent.edu/general/catalog/>) and to follow it. As an academic and Christian community, Regent University takes seriously the call for integrity and penalizes breaches of academic integrity.

## **22. STUDENT COURSE EVALUATION**

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*This syllabus is subject to change without notice.*

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