



Associated Canadian Theological Schools of Trinity Western University

CAP 550: Apologetics in a Post-Modern World

Instructor: Paul Chamberlain, PhD Fall, 2017 3 credit hours	E-mail: paul.chamberlain@twu.ca Phone: 604-888-7511 (3806) Course Dates: September 12 – December 5, 2017 Class time: Tuesday: 8:30 am to 12:10 pm
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Note: this course will be delivered with a live-stream option. Students may participate by attending classes in person on campus, or through interactive online live-streaming of class sessions. For those who attend on campus, the class experience will be essentially like that of any other course. For those who plan to join by live-streaming, please see a more detailed description with guidelines and participation requirements in the Live-Streamed Courses appendix at the end of this syllabus.

Paul Chamberlain has taught at Trinity Western University since 1990 and has also worked with Ravi Zacharias International Ministries during part of that time. His Ph.D. is from Marquette University (1990) in philosophy with specializations in ethics and philosophy of religion. His primary areas of teaching are Christian Apologetics, Ethics, Philosophy of Religion and Political Philosophy. He is the author of four books and a number of articles on social and apologetic issues. He currently serves as professor of Apologetics, Ethics, and Philosophy of Religion at ACTS, and is Director of the Institute for Christian Apologetics at ACTS.

I. Course Description

Apologetics is an intellectual discipline, which is concerned with making a case for the truth of Christian faith and also defending the Christian faith against charges of falsehood or inconsistency. This course will seek to introduce students to this discipline. Attention will be given to the history of this discipline, various approaches used by apologists, key terms in

apologetics and a number of the most important challenges and arguments apologists wrestle with today.

II. Objectives

The purpose of this course is to:

1. enable students to examine and test the truth and coherence of Christian faith,
2. bolster the faith of Christian students,
3. aid students in the task of evangelism,
4. acquaint students with various approaches to apologetics,
5. give students a basic understanding of the most common arguments used by contemporary apologists in defense of Christian faith,
6. make students aware of a few of the most common contemporary challenges to Christian faith as well as responses that can be offered to them.

III. Course Textbooks

Cowan, Steven B., Ed. *Five Views on Apologetics*. Grand Rapids: Zondervan Publishing House, 2000.

Craig, William Lane. *Hard Questions, Real Answers*. Wheaton: Crossway Books, 2003.

Flew, Antony. *There is a God: How The World's Most Notorious Atheist Changed His Mind*. New York: HarperOne, 2007.

Grenz, Stanley J. *A Primer on Postmodernism*. Grand Rapids: Eerdmans Publishing Co., 1996.

RECOMMENDED FOR FURTHER READING:

Beckwith, Francis J., William Lane Craig and J. P. Moreland, eds. *To Everyone an Answer: A Case for the Christian Worldview* Downers Grove: Intervarsity press, 2004.

Blomberg, Craig. *Can We Still Believe The Bible?: An Evangelical Engagement with Contemporary Questions*.

Bush, L. Russ. *Classical Readings in Christian Apologetics: A.D. 100-1800* Grand Rapids: Zondervan/Academie, 1983.

Chamberlain, Paul. *Why People Don't Believe: Confronting Seven Challenges to Christian Faith* Grand Rapids: Baker books, 2011.

Chamberlain, Paul. *Can We Be Good Without God: A Conversation About Truth, Morality,*

- Culture and a Few Other Things That Matter*. Downers Grove: InterVarsity press, 1996.
- Clark, David K. *Dialogical Apologetics: A Person-Centered Approach to Christian Defense* Grand Rapids: Baker Books, 1993.
- Copan, Paul. *Is God a Moral Monster* Grand Rapids: Baker Books, 2011.
- Craig, William Lane. *Reasonable Faith: Christian Truth and Apologetics* Third ed. Wheaton: Crossway, 2008.
- Edgar, William. *Reasons of the Heart: Recovering Christian Persuasion* Grand Rapids: Baker, 1996
- Evans, C. Stephen. *Pocket Dictionary of Apologetics and Philosophy of Religion* Downers Grove: InterVarsity Press, 2002.
- Evans, Craig. *Fabricating Jesus: How Modern Scholars Distort the Gospels* Downers Grove: InterVarsity Press, 2006.
- Kreeft, Peter. *The Best Things in Life: A Twentieth-Century Socrates Looks at Power, Pleasure, Truth, and the Good Life* Downers Grove: InterVarsity Press, 1984.
- Kreeft, Peter. *Between Heaven and Hell: A Dialogue Somewhere Beyond Death with John F. Kennedy, C. S. Lewis and Aldous Huxley* Downers Grove: InterVarsity Press, 1982.
- Lewis, C. S. *Mere Christianity* New York: Macmillan, 1952.
- Lewis, C. S. *Miracles* New York: Macmillan, 1947.
- Lewis, C. S. *The Problem of Pain* New York: Macmillan, 1940.
- Licona, Michael R. *The Resurrection of Jesus: A New Historiographical Approach* Downers Grove: InterVarsity press, 2011.
- Moreland, J. P. *Scaling the Secular City: A Defense of Christianity* Grand Rapids: Baker, 1987.
- Moreland, J.P. and William Lane Craig. *Philosophical Foundations for a Christian Worldview* Downers Grove: InterVarsity Press, 2003.
- Pascal, Blaise. *Pensees*. Trans. A. J. Krailsheimer. Harmondsworth, U.K.: Penguin, 1966.
- Plantinga, Alvin. *Where The Conflict Really Lies: Science, Religion, & Naturalism*

Oxford: Oxford University Press, 2011.

Stackhouse, John G., Jr. *Humble Apologetics: Defending the Faith Today* New York: Oxford University Press, 2002.

IV. Course Assignments

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| 1. | Careful reading of all assigned readings. | |
| 2. | Two in-class seminar presentations | 50% |
| 3. | Research essay | 50% |

Research Essay

For the essay you will construct an argument in defense of the Christian faith. You choose the argument and the approach you will use. Early in your essay you will set out a clear and concise thesis which your essay will focus on and argue for. Please note that this will be an argumentative essay and not simply a discussion essay. Of course you will include responses to the strongest objections to your argument as well. This should be 16 – 20 pages (4,000 – 5,000 words).

Worth 50%

Due date: November 27, 2017; to be emailed to the professor as an attachment.

In-class seminars

These are not intended to be prepared, or even begun, before the course begins. They will be prepared during the course and due at various times as agreed upon early in the course.

Each student will lead the class in two seminars through the assigned readings for the day. Each seminar will cover one assigned reading. The seminar will consist of the following two parts:

- 1) A basic summary of the author's most important ideas,
- 2) Your assessment of and response to them. Interact deeply with the author. For example, highlight points of agreement and disagreement with specific ideas and tell why. Draw out assumptions you find the author making and give apologetic responses to them. Then respond to questions from your colleagues and professor.

Your presentation should be approximately half summary and half assessment. You will prepare a four to six (4-6) page written document, in polished form, which you will read from and distribute to the class at the beginning of your presentation.

Worth 25% x 2 = 50%

Grading Scale

Letter Grade	Percentage	Grade Point
A+	97-100	4.30
A	93-96	4.00
A-	90-92	3.70
B+	87-89	3.30
B	83-86	3.00
B-	80-82	2.70
C+	77-79	2.30
C	73-76	2.00
C-	70-72	1.70
F	Below 70	0.00

V. Course Outline

Readings and Student Presentations
(Please read Cowan and Grenz before the course begins)

September 12: Introductory lecture: Foundations of Apologetics I

September 19: Foundations of Apologetics II

September 26: Terms & definitions for apologetics

October 3: Important questions the apologist must ask I: *Craig*, chapters 1 & 2
Pres (Craig, chpt. 1) _____

October 10: Important questions the apologist must ask II: *Craig*, entire text
Pres (Craig, chpt. 2) _____

October 17: Classical Apologetics, *Cowan* 25 – 89
Pres _____
Pres _____

----- Reading Break -----

October 31: Evidential Apologetics, *Cowan* 91 – 145

Pres _____

Pres _____

November 7: Cumulative Case Apologetics, *Cowan* 147 – 206

Pres _____

Pres _____

November 14: Presuppositional Apologetics, *Cowan* 207 – 263

Pres _____

Pres _____

November 21: Reformed Apologetics, *Cowan* 265 – 312

Pres _____

Pres _____

November 28: Apologetics and the alleged Modern connection, *Grenz* chpt. 1

Pres (Grenz chpt. 1) _____

December 5: Apologetics and the Postmodern challenge, *Grenz* entire text

Pres (Grenz chpt. 2) _____

Supplement: Important Academic Notes from ACTS

Web Support – Student Portal <https://students.twu.ca>

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

Campus Closure

In the event of deteriorating weather conditions or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the following radio stations: CKNW (980 AM), CKWX (1130 AM), STAR FM (107.1 FM), PRAISE (106.5 FM) and KARI (550 AM). As well, an announcement will be placed on the University’s campus closure notification message box (604.513.2147) and on the front page of the University’s website (<http://www.twu.ca> – also see <http://www.twu.ca/conditions> for more details).

An initial announcement regarding the status of the campus and cancellation of classes will be made at 6:00 a.m. and will cover all classes that begin before 1:00 p.m. A second announcement pertaining to classes that begin between 1:00 p.m. and 5:00 p.m. will be made at 11:00 a.m. A third announcement pertaining to classes that begin after 5:00 p.m. will be made at 3:00 p.m.

Paper Formatting

Students need to adhere to Turabian Notes (Bibliography) format except in counselling courses, for which APA format is used, and in CanIL courses.

Students are strongly encouraged to use EndNote Basic/Web (to create an account or log in, go to: <http://libguides.twu.ca/EndNote/>) as their bibliographical manager and as a tool for formatting bibliographies. It is free. The link to EndNote from the library home page provides detailed instructions. Students will need to be aware that it is necessary to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples:

http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html or www.dianahacker.com/resdoc/. In EndNote Basic/Web the available formatting styles are those of Turabian Bibliography, and APA 6th edition. For Turabian, there are two formats – Notes (Bibliography) and Reference List (a short format citation style). ACTS uses the Notes (Bibliography) format, not Reference List.

Counselling students are expected to purchase the APA Publications Manual. More information may be found at the following website: <http://www.apastyle.org/pubmanual.html>.

For free online programs that will enable students to create properly formatted bibliography citations, go to <http://www.eturabian.com/turabian/index.html> or <http://www.calvin.edu/library/knightcite/> (“Chicago” stands for “Turabian”).

CANIL students should consult with their own faculty on specific requirements.

Please check with your professor to find out which style he/she recommends you use!!

Course Evaluations

Course evaluations are important for improving teaching outcomes, faculty professional development, and the student learning context. Completion of course evaluations is, therefore, considered to be a course expectation. Professors will schedule time for students to fill out online course evaluations (20-30 minutes) on their personal laptops or a collegium computer during the last scheduled class of the semester. Students who are absent that day or who are otherwise unable to complete the online course evaluation during the last class will be expected to make every effort to do so by the last day of exams. Information about how to access online evaluation forms will be provided to the faculty and students prior to the last week of classes by the ACTS Administration.

Research Ethics

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at <http://www.twu.ca/research/research/research-ethics/default.html>. Those needing additional clarification may contact the ACTS Academic Dean’s office. Please allow at least three (3) weeks from the date of submission for a review of the application.

Academic Integrity and Avoiding Plagiarism at TWU

Christian scholars at TWU regard academic integrity to be a core value. Students are invited into this scholarly culture and are required to abide by the principles of sound academic scholarship. This means that all members of the TWU academic community must avoid all forms of plagiarism and cheating in scholarly work. ACTS uses the TWU Student Handbook as a guide for our seminary students. Though some features in the handbook are focused on the university’s undergraduate population, it provides the essential student life information for ACTS students as well. It can be found online at: <http://www.twu.ca/studenthandbook/>.

Learning what constitutes plagiarism and avoiding it is the student’s responsibility. An excellent resource in this regard has been prepared by TWU Librarian William Badke and is freely

available for download (PPT file) or can be viewed in flash (self-running) tutorials of different lengths:

<http://williambadke.com/plagiarism.ppt>

<http://williambadke.com/Plagiarism.swf> (14 minute flash tutorial)

http://williambadke.com/Plagiarism_Short.swf (8 minute flash tutorial)

Equity of Access

Students with disabilities who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and such documentation should include a statement regarding the educational impact of the disability along with recommended accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Equity of Access Office outlined on the TWU website at

<http://twu.ca/life/wellness/learningresources/disabilities-and-equity-of-access/steps-to-attaining-disability-services.html>.

Policy Information and Student Concerns

Information on academic and community life policies and procedures that affect students can be found in the ACTS *Academic Catalogue*, which is available on the ACTS website (www.actsseminaries.com) under the *Academics* tab. Students who wish to communicate concerns or to lodge academic appeals are welcome to contact the appropriate faculty or staff member directly, or to fill out and submit the relevant Concerns & Grievances or Appeals form found on the *Files & Forms* page of the *Current Students* section of the ACTS Website.

Appendix: Live-Streamed Courses

A live-streamed course makes it possible for students at a distance to observe and also to participate interactively with an on-campus class in real time. Those who attend a class by live-streaming see and hear the instructor. They can watch class media presentations (e.g. PowerPoint) on their computer screens. They can follow class discussions, posing questions and making comments of their own. They can join in group discussions with other learners when the class breaks into smaller groups. Through internet-based simulcast, they are able to share all the essential elements of the formal class experience with those who attend class in person.

Unless otherwise stated in the syllabus, live-streaming students will do the same course assignments and follow the same course schedule as on-campus students.

Requirements for Participating in a Live-streamed Course

- Because the number of live-stream participants to a course is limited, ***students must receive faculty permission prior to the beginning of the course*** in order to participate through live-streaming.
- ***Students must participate in classes in real-time***, as they would if they were attending class in person. For example, those who take a live-streamed course that meets on Thursday mornings will be expected to be in that class virtually, or physically, when that class meets. (A live-streaming student who is in the area and able may attend class in person when possible if he/she wishes.)

ACTS has the capacity to record live-streamed courses for later viewing, but we do not record them as a matter of routine. If it is difficult for students to participate in a class session, they may ask the instructor for permission to watch recorded versions of the class. This will only be granted in exceptional circumstances.

- Participation in a course through live-streaming ***requires a fast and consistent internet connection (ADSL or cable), a reasonably up-to-date computer system, a webcam, and a quality headset with a microphone***. Students must familiarize themselves with the live-streaming software platform and ensure that their link, webcam, and headset are working properly before the first class session.

Please arrange for a practice run on the system with the instructor prior to class, especially if this is your first live-stream course. This can be arranged by email.

- As much as possible, ***be sure you are fully ready for each class session before the class begins***. To the degree that logging in and connecting with the system can be done from your end, there is some flexibility for you to “arrive” as you are able. But testing the

system and other logistics that require faculty assistance should be done before class starts. The instructor will do his/her best to ensure that everything is in place for the live-stream session; but he/she cannot allow live-stream setup to significantly delay or interfere with the smooth flow of the class session for other students once class begins.

- Arrange a backup plan with your instructor in case of system failure. ACTS uses high-caliber, current equipment and communication platforms for live-streaming, but hardware and internet connections are not infallible and do occasionally fail. Your instructor cannot stop class in order to troubleshoot and resolve technical problems in the unlikely event that these occur. To minimize possible disruption in the case of a loss of connection:
 - Provide email, text, or phone contact information so that he/she can contact you at the next natural break in the class.
 - Discuss the possibility of a back-up link to the class in case of system failure. (E.g.: a skype or phone link if the Webex link fails.)
 - Have a plan for follow-up contact with the instructor and/or with a fellow student to fill any gaps in your interaction with the class (as you would if you had to miss a class for other reasons).

Note that under the policy guidelines of our accrediting body, the Association of Theological Schools, live-stream courses are classified as “distance” education and are subject to the normal policies, limitations, and expectations that apply to distance courses. See the ACTS academic catalogue, or consult with the Academic Program Advisor or your Program Chair if you have any questions about the way that distance courses operate within your degree program.