

Christopher Cone, Th.D, Ph.D

I. Course Description:

How we know what we know is critical in determining the validity of that knowledge. Methodology of the knowing process is therefore a critical aspect of guiding a worldview. The course examines perspectives and methodologies of knowledge, including dualism, rationalism, empiricism, structuralism, existentialism, postmodernism, and presuppositionalism. Each are examined from primary sources and examined in light of the Biblical perspective.

II. Course Objectives

1. Students should understand the basic premises of each of the systems discussed, and should be able to synthesize the views to evaluate their advantages, disadvantages and validity.
2. Students should understand the Biblical approach and be able to compare and contrast it with the other approaches discussed.
3. Students should have an increased appreciation of who God is, and for the way in which and the content that He has communicated to man. (Jn. 17:1-3).

III. Course Texts

Required Texts:

Christopher Cone, *Life Beyond the Sun*, Tyndale Seminary Press, 2009, ISBN#97809811479149 (LBTS)

Plato, *The Republic*, Book VII, trans. Benjamin Jowett (available online at <http://classics.mit.edu/Plato/republic.8.vii.html>)

Rene Descartes, *Discourse on the Method*, trans. Ian Johnston, Vancouver Island University, 2010 (available online at <http://records.viu.ca/~johnstoi/descartes/descartes1.htm>)

David Hume, *Enquiry Concerning Human Understanding*, P.F. Collier & Son, 1910 (available online at <http://18th.eserver.org/hume-enquiry.html>)

Immanuel Kant, *Critique of Pure Reason*, Project Gutenberg Etext (available online at <http://www.gutenberg.org/cache/epub/4280/pg4280.html>)

Friedrich Nietzsche, *The Gay Science* (excerpts) (available online at <http://www.bilkent.edu.tr/~thurston/nietzsche.pdf>)

Friedrich Nietzsche, *Beyond Good and Evil* (available online at <http://www.gutenberg.org/cache/epub/4280/pg4280.html>)

Jean Lyotard, *The Postmodern Condition*, University of Minnesota, 1984, ISBN 978-0816611737

Doug Pagitt and Tony Jones, eds., *An Emergent Manifesto of Hope*, Baker Books, 2007, ISBN 978-0-8010-6807-2

Herman Hoeksema, "The Clark-Van Til Controversy" in *The Trinity Review*, No. 249. Nov.-Dec., 2005

Cornelius Van Til, *Christian Apologetics*, P&R, 2003, ISBN 0875525113

Gordon Clark, *Religion, Reason and Revelation*, Trinity Foundation, 1995, ISBN 978-0940931862

The Bahnsen-Stein Debate Audio & Transcript (UC Irvine, 1985)

IV. Evaluation of Student Performance

1. **Class Attendance** – for Campus students, due to the concentrated nature of the lectures, one unexcused class absence will reduce final grade by a letter grade. A 2nd unexcused absence will result in an additional research assignment required for a passing grade. A 3rd unexcused absence will result in a failing grade. Online students must listen to the recorded lectures in their entirety and must fulfill all other format-specific requirements in order to receive a passing grade, including occasional interaction with the Advising Professor/Instructor. If the Online student is not responsive to Advising Professor/Instructor communication, the student may become inactive and receive a grade of incomplete on the course (I).
2. **Reading Assignments and Accountability** – All students will complete all assigned reading according to the schedule and will write a one-page summary of each reading.
3. **Research Assignments** – All campus students will write three papers of 10-12 pages on the following topics:
 1. Compare and contrast basic elements of the Biblical epistemology as represented in Ecclesiastes, with any four of the theories of knowledge discussed.
 2. Write a thorough introduction to and summary of any one of the theories of knowledge discussed
 3. Consider a particular issue of your choosing relevant to any of the theories of knowledge discussed.
4. **Course Exams** – There are no exams or quizzes for the course.
5. **Online Interaction** – Online students will have three online assignments each module: (1) email reading accountability to the Advising Professor/Instructor; (2) E-mail a brief (50-75 words) observation of a key point from that module's lecture; and (3) respond to Advising Professor/Instructor questions and observations.
6. **Campus students** will submit assignments as directed by the Professor.
Online Students will submit assignments directly to the Advising Professor/Instructor.
7. **Scoring Rubric**

<u>Assignments</u>	<u>Campus</u>	<u>Online</u>
Attendance or Online Participation	Pass/Fail/Reduction	25
Reading Component (Reading & Accountability)	30 (40 if no exams)	25
Research Component (Papers & Projects)	40 (60 if no exams)	25 (50 if no exams)
Exam Component (if applicable)	30 (if applicable)	25 (if applicable)
Total Points:	100	100

V. Course Outline & Assignments

Class 1 – Introduction

Class 2 – Platonic Dualism

Reading Component – LBTS 48-62, 138-142; *The Republic*, Book VII; Students will write a one-page summary of each reading

Class 3 – Cartesian Rationalism

Reading Component – LBTS, 152-171; *Discourse on the Method* Preface-Part VI; Students will write a one-page summary of each reading

Class 4 – Humean Empiricism

Reading Component – LBTS 24-40; *Enquiry Concerning Human Understanding* (Hume), Sections II, III, and X; Students will write a one-page summary of each reading

Class 5 – Kantian Structuralism

Reading Component – LBTS 171-176; *Critique of Human Reason* (Kant), Introduction (pp. 21-124, 135-141 in attached file); Students will write a one-page summary of each reading
Research Component – Students should finalize research topics.

Class 6 – Nietzschean Existentialism

Reading Component – LBTS 42; *The Gay Science* (excerpts) and *Beyond Good and Evil* (Nietzsche) Students will write a one-page summary of each reading

Class 7 – Postmodernism & Emerging Subjectivism

Reading Component – LBTS 344-357; *The Postmodern Condition*; *Emergent Manifesto* Chs. 14, 16, and 18; Students will write a one-page summary of each reading

Class 8 – Biblical Presuppositionalism, Part I: Solomonic Epistemology

Reading Component – The Book of Ecclesiastes; LBTS 187-217, 395-426; Students will write a one-page summary of each reading

Research Component – Students should complete research and rough drafts

Class 9 – Biblical Presuppositionalism, Part II: Van Til and Clark

Reading Component – The Clark Van Til Controversy, The Bahnsen Stein Debate (listen to audio); Religion, Reason, and Revelation (Clark) Chs. 1 and 2; Christian Apologetics (Van Til) Chs. 4 and 5; Students will write a one-page summary of each reading

Research Component – All papers due.

VI. Tyndale General Policies and Procedures

Assignment Format

All assignments and coursework are to be turned in via student Tyndale email. Students are not required to turn in assignments in hard copy. Students must send any required notes, questions, papers, etc. via email as separate attachments in .doc, docx, or pdf format.

Coursework should be submitted directly to the Professor/Instructor (for Campus and Learning Center students) or to the Advising Professor/Instructor (for Online students). The subject line for all submitted coursework should be formatted as follows to ensure receipt of the material:

Campus Students: Professor Name, Class # & Name, Student Name, Assignment Title
(e.g.: C, Johnson, BIBL2301 Hermeneutics, Smith, Paper #1)

Learning Center Students: LC Location, Campus Prof. Name, Class # & Name, Student Name
(e.g.: Mason, Johnson, BIBL2301 Hermeneutics, Smith)

Online Students: Online Prof. Name, Class # & Name, Student Name, Assignment Title
(e.g.: O, Johnson, BIBL2301 Hermeneutics, Smith, Paper #1)

Electronically submitted coursework will be returned along with a final grade via email after the course has been graded.

Assignment Due Dates

Campus/Learning Center students will submit all assignments according to the schedule as outlined in the syllabus. Final assignments are to be submitted no later than the last class period of the semester.

Online students will submit all assignments at their own pace, but must maintain interaction with Advising Professor/Instructor throughout the duration of the course.

Writing Guidelines

All research papers and theses are to follow Turabian guidelines as found in Kate L. Turabian *A Manual for Writers of Term Papers, Theses, and Dissertations 7th Ed.* (Chicago: University of Chicago Press, 2007). All students are required to purchase a copy of *A Manual for Writers* to ensure the proper format. All work is to follow these guidelines:

1. Font & Font Size: Times New Roman, 12 point
2. Double space
3. 1-inch margins (File – Page Setup – Margins)
4. Indent paragraphs .5 inch (Format – Paragraph – Indent left)
5. Page numbers – lower center or upper right –beginning with the first page of text, but not on title page; Arabic numbers only (e.g., 1, 2; not Roman numerals); no other header or footer
6. Title page; then title again on page one (for formal papers)

7. In essay-type papers, ALWAYS write logically, persuasively, focused on the assigned topic; include a succinct introduction that informs the reader concerning the subject of your paper, and a succinct conclusion that summarizes your main points and expresses your resulting conclusion.
8. Use footnotes rather than endnotes, except in dissertation/thesis, where section endnotes are also acceptable.
9. All work should be proofread, as errors in spelling, grammar, and syntax will reduce assignment grade.

Plagiarism Policy

Plagiarism is against Tyndale policy, and any act of plagiarism will result in disciplinary action up to student dismissal from further study at Tyndale. Plagiarism includes but is not limited to quoting materials without proper citing or reference. Cutting and pasting of online and other materials requires proper citing via quotation marks and footnote.

Contact

If you anticipate difficulty in meeting any of these requirements, please contact your Professor (for Campus/Learning Center students) or your Advising Professor/Instructor (Online students) as soon as possible. A complete review of all Tyndale policies and procedures can be found in the [Tyndale Theological Seminary and Biblical Institute Academic Catalog](#).