

PHREL 4### Intelligent Design or Unintelligent Evolution?

William A. Dembski

[masters course; fall 2007]

What you believe to be true will control you whether it's true or not.
—Jeremy LaBorde

Course Description:

This course provides an overview of the broad cultural, intellectual, and scientific movement known as intelligent design as well as of its chief antagonist, the view that cosmological and biological origins are best explained as the result of an accidental evolutionary process.

Course Objective:

The goal of this course is to help students understand how evolutionary theory and intelligent design fit within a Christian worldview.

Reading List:

- [WmAD] William A. Dembski, *The Design Revolution: Answering the Toughest Questions about Intelligent Design* (Downers Grove, Ill.: InterVarsity, 2004).
- [D&K] William Dembski and James Kushiner, eds., *Signs of Intelligence: Understanding Intelligent Design* (Grand Rapids, Mich.: Brazos Press, 2001).
- [F&G] Barbara Forrest and Paul R. Gross, *Creationism's Trojan Horse: The Wedge of Intelligent Design* (Oxford: Oxford University Press, 2004).
- [PEJ] Phillip E. Johnson, *Darwin on Trial*, 2nd ed. (Downers Grove, Ill.: InterVarsity, 1993).
- [DOL] Denyse O'Leary, *By Design or by Chance? The Growing Controversy on the Origins of Life in the Universe* (Minneapolis: Augsburg, 2004).
- [LS] Lee Strobel, *The Case for a Creator* (Grand Rapids, Mich.: Zondervan, 2004).

Semester Grade:

- (1) Mid-term exam — 20 percent positive.
- (2) Comprehensive final exam — 40 percent positive.
- (3) 2,000- to 2,500-word critical review of F&G — 40 percent positive. Due last class meeting.
- (4) Active class participation — up to 10 percent negative.
- (5) Pop quizzes — up to 20 percent negative.
- (6) Single-page executive summary of YOU (with clearly recognizable picture of yourself) — minus 10 percent if not handed in. Due second class meeting.

Readings:

- (1) DOL, chs. 1-9
- (2) DOL, chs. 10-16
- (3) PEJ, pp. 1-87
- (4) PEJ, pp. 88-170
- (5) F&G, chs. 1-4.
- (6) F&G, chs. 5-7.
- (7) F&G, chs. 8-9.
- (8) WmAD, pts. 1 & 2.
- (9) WmAD, pts. 3 & 4.
- (10) WmAD, pts. 5 & 6.
- (11) LS, chs. 1, 2, 4; D&K, intro., chs. 1-4
- (12) LS, ch. 3; D&K, chs. 10, 11, 13, 14
- (13) LS, chs. 8, 9; D&K, chs. 7-9
- (14) LS, chs. 5-7, 10, 11; D&K, ch. 12

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Course: PHREL 4###
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PHREL 4373 Christian Apologetics

William A. Dembski

[masters course; spring 2008]

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—Jeremy LaBorde

Course Description:

This course provides an overview of Christian apologetics. Of special interest are how various apologetic strategies alternately help or hinder the Christian in defending one's faith and making it plausible to others.

Course Objective:

The goal of this course is to help students reflect with theological accuracy, philosophical precision, and cultural sensitivity on the Christian apologetic enterprise.

Reading List:

- [SBC] Steven B. Cowan, ed., *Five Views on Apologetics* (Grand Rapids, Mich.: Zondervan, 2000).
- [D&R] William A. Dembski & Jay Wesley Richards, eds., *Unapologetic Apologetics: Meeting the Challenges of Theological Studies* (Downers Grove, Ill.: InterVarsity, 2001).
- [MG] Martin Gardner, *The Flight of Peter Fromm* (1973; reprinted Amherst, N.Y.: Prometheus, 1994).
- [PEJ] Phillip E. Johnson, *Reason in the Balance: The Case Against Naturalism in Science, Law, and Education* (Downers Grove, Ill.: InterVarsity, 1995).
- [CSL] C. S. Lewis, *Miracles* (1947; revised and reprinted San Francisco: Harper, 2001).
- [LN] Lesslie Newbigin, *The Gospel in a Pluralist Society* (Grand Rapids, Mich.: Eerdmans, 1989).

Semester Grade:

- (1) Mid-term exam — 20 percent positive.
- (2) Comprehensive final exam — 40 percent positive.
- (3) 2,000- to 2,500-word critical review of MG — 40 percent positive. Due last class meeting.
- (4) Active class participation — up to 10 percent negative.
- (5) Pop quizzes — up to 20 percent negative.
- (6) Single-page executive summary of YOU (with clearly recognizable picture of yourself) — minus 10 percent if not handed in. Due second class meeting.

Readings:

- (1) D&R, foreword, preface, chs. 1 || 4, 5
- (2) D&R, chs. 7-10 || 11-13
- (3) CSL, chs. 1-5 || 6-10
- (4) CSL, chs. 11-14 || 15-17 plus appendices
- (5) PEJ, intro, chs. 1-3 || 4, 5
- (6) PEJ, chs. 6-8 || 9, 10, appendix
- (7) LN, chs. 1-3 || 4-6
- (8) LN, chs. 7-9 || 10-13
- (9) LN, chs. 14-16 || 17-20
- (10) MG, afterword, foreword, chs. 1-14
- (11) MG, chs. 15-30
- (12) SBC, chs. 1 || 2
- (13) SBC, chs. 4 || 5
- (14) SBC, chs. 3 || 6

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PHREL 7### The Coherence of Intelligent Design

William A. Dembski

[doctoral seminar; spring 2008]

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—Jeremy LaBorde

Seminar Description:

This seminar attempts to make sense of intelligent design in light of the Christian Faith. Of special interest here are attempts to undermine the philosophical and scientific validity of intelligent design, especially as it challenges materialistic conceptions of evolution.

Seminar Objective:

The goal of this seminar is to help students to see how intelligent design coheres as an intellectual project.

Reading List:

- [WmAD1] William A. Dembski, *No Free Lunch: Why Specified Complexity Cannot Be Purchased without Intelligence* (Lanham, Md.: Rowman and Littlefield, 2002).
- [WmAD2] William A. Dembski, ed., *Uncommon Dissent: Intellectuals Who Find Darwinism Unconvincing* (Wilmington, Delaware: ISI Books, 2004).
- [NAM] Neil A. Manson, ed., *God and Design: The Teleological Argument and Modern Science* (London: Routledge, 2003).
- [AM] Angus Menuge, *Agents Under Fire: Materialism and the Rationality of Science* (Lanham, Md.: Rowman and Littlefield, 2004).
- [DR] Del Ratzsch, *Nature, Design, and Science: The Status of Design in Natural Science* (Albany, N.Y.: SUNY Press, 2001).
- [Y&E] Matt Young and Taner Edis, eds., *Why Intelligent Design Fails: A Scientific Critique of the New Creationism* (New Brunswick, N.J.: Rutgers University Press, 2004)

Semester Grade:

- (1) Active participation in class discussions — 20 percent.
- (2) Presentation of 1,500- to 2,000-word critical review of assigned reading along with leading a class discussion based on the critical review — 30 percent.
- (3) 6,000- to 8,000-word research paper — 50 percent. The paper can be on a topic of your choice, but it must be relevant to this course and argue a thesis. The word count excludes notes and bibliography. The paper needs to follow a consistent style and provide full references. Due last class meeting.
- (4) Single-page executive summary of YOU (with clearly recognizable picture of yourself) — minus 10 percent if not handed in. Due second class meeting.

Readings:

(1) WmAD2, entire book.

NOTE: (1) needs to be read before the first class meeting.

- (2) NAM, intro, pt. 1
- (3) NAM, pts. 2, 3
- (4) NAM, pt. 4
- (5) WmAD1, chs. 1, 2
- (6) WmAD1, chs. 3, 4
- (7) WmAD1, chs. 5, 6
- (8) Y&E, intro, chs. 1-7
- (9) Y&E, chs. 8-13, appendix
- (10) DR, pts. 1, 2
- (11) DR, pts 3, 4
- (12) AM, chs. 1-4
- (13) AM, chs. 5-8
- (14) open

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