History of Philosophy and Christian Thought
0ST504, 3 Hours

Lectures by
John M. Frame, D.D.
This course notebook is for the coordination of your course materials, including reading assignments and lecture recordings. Each course notebook for RTS Distance Education is arranged by the GUIDE acronym. In every RTS Distance Education seminary class you go from lesson objectives to study questions to midterm and final exams. The five components of GUIDE are organized in each lesson by the following steps in the notebook:

- **Getting Started**: To do the lessons, reading and listening assignments are listed.
- **Understanding**: To maximize learning, the purposes and objectives are given.
- **Investigating**: To explore the content, outlines are provided for note taking.
- **Developing**: To expand content, application questions and readings are suggested.
- **Evaluating**: To help review, reading and lecture questions are based on objectives.
COURSE SYLLABUS
History of Philosophy and Christian Thought, 0ST504, 3 hours
Lecturing Professor: Dr. John M. Frame
Professor of Record: Dr. James Anderson
Reformed Theological Seminary, Distance Education

Lecturing Professor
Dr. Frame is professor of Systematic Theology and Philosophy. He has his A.B. degree from Princeton University, a B.D. from Westminster Theological Seminary, an M.Phil. from Yale University, and a D.D. from Belhaven College. An outstanding theologian, John Frame distinguished himself during 31 years on the faculty of Westminster Theological Seminary, and was a founding faculty member of WTS California. He is best known for his prolific writings including ten volumes, a contributor to many books and reference volumes, as well as scholarly articles and magazines. Dr. Frame is a talented musician and discerning media critic who is deeply committed to the work of ministry and training pastors.

Professor of Record:
Dr. James Anderson comes to RTS from Edinburgh, Scotland, and specializes in philosophical theology, religious epistemology, and Christian apologetics. He has a long-standing concern to bring the Reformed theological tradition into greater dialogue with contemporary analytic philosophy. Dr. Anderson has a Ph.D. in philosophical theology from the University of Edinburgh. He is a member of the Society of Christian Philosophers, the British Society for Philosophy of Religion, and the Evangelical Philosophical Society. Prior to joining the faculty at RTS/Charlotte, Dr. Anderson served as an assistant pastor at Charlotte Chapel in Edinburgh where he engaged in regular preaching, teaching, and pastoral ministry.

Course Description
A critical, historical survey of the development of the main schools of philosophy and the principal developments in Christian doctrine and thought. After a brief introduction to philosophical thinking, the course concentrates on philosophical movements from Heraclitus to contemporary existentialism. Each school of thought is evaluated from a distinctively Reformed perspective.
Course Objectives

- To inform students about the main thinkers in the history of philosophy, Reformed theology, and liberal theology.
- To show the interaction of philosophy and theology, especially the influence of philosophy on our theological formulations.
- To illumine the spiritual warfare that takes place in the intellectual movements of human history.
- To give students critical tools to evaluate, not only thinkers of past history, but future thinkers as well.

Required Textbooks


Frame, John. “Christianity and Contemporary Epistemology.”

_____. “God and Biblical Language.”

_____. “Greeks Bearing Gifts.”


Recommended, Supplementary Text


An excellent survey of worldviews from the Greek philosophers to the present. My “Greeks Bearing Gifts” is included. Other contributors include present and former RTS professors and other well-known Reformed scholars like Vern Poythress, Peter Leithart, Carl Trueman, Richard Lints.


I have assigned this as an accurate and concise summary of post Vatican 2 Roman Catholicism.


Dr. MacKenzie used this book as his main text. Excellent, detailed account.
COURSE REQUIREMENTS

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Online Student Handbook

The Online Student Handbook has been designed to assist you in successfully navigating the Distance Education experience, whether you are taking a single course or pursuing a certificate or degree program. In it you will find valuable information, step-by-step instructions, study helps, and essential forms to guide you through every aspect of your distance education opportunity from registration to graduation. Please use this resource as your first-stop reference manual. You will find it located at the RTS/Distance website (www.rts.edu/distance) under the Student Services tab.

Summary of Requirements

- Complete all Reading Assignments
- Listen to all Recorded Lectures
- Participate in Immersive Learning Simulations
- Participate in Forum Discussions (with other students and Professor)
- Complete Exams
- Course Paper
- Mentor Report

Forum Discussions (15%)

The student is required to interact in two (2) forums:

1. Student-Professor Posts (15 total posts)
   A. Personal Introduction Forum: The student is required to post a brief personal introduction to the professor/class. Suggested details include your vocation, where you live, your church background, why you chose RTS, and what you hope to gain through the course (1 required post).
   B. 5 Topical Discussion Q&A Forums: The student is required to answer each topical discussion question with one (1) response. The professor will acknowledge the student’s answer and will follow up with a subsequent question to which the student must also answer with one (1) response. Each topical discussion question therefore requires two (2) total posts/responses from the student (Total of 5 forums x 2 posts =10 total posts).
   C. Student-Professor Forum: The student is required to post four (4) times in this forum. Posts in this forum should focus on course-related content such as research paper topics, lectures and reading assignments, or other academic issues related to the course.

2. Student-Student Forum (5 total posts)
   - A post may be either a new topic or a response to an already existing topic.
Examinations (Midterm 30%, Final 30%)

There are two examinations for this course. The midterm and final exams for this course are to be taken online in the Learning Management System (LMS). Please note that you will need to have a proctor for your exams. Your proctor can be anyone except a spouse or current RTS Student. After clicking on the exam link you will be given detailed instructions about the exam. Please read these instructions carefully before entering the exam.

Course Paper (20%)

One paper of roughly 3000 words:
1. Choose some thinker discussed in this course.
2. Read some of the thinker’s own works, plus some secondary sources, both assigned and unassigned.
3. Describe and explain briefly one of his distinctive theses (one for which he is known in distinction from other thinkers).
4. Note one or more of his main arguments for that thesis.
5. Evaluate those arguments.
6. Compare his position with that of Reformed Christian Theism.

Mentor Report/Course Application Paper (5%)

Each Global/Non-Residential student is required to have a mentor submit a report at the end of the course. This report will contribute to 5% of the student’s grade. For students who are not Global/Non-Residential, you are asked to write a 200 word summary of how you perceive what you have learned in this course will fit into the objectives you have for your ministry, your educational goals, or other objectives you wish to achieve in life.

Assignments

Best practice for your time management is for you to submit all assignments at the end of the week in which they fall, using the upload links provided in the LMS. All work must be submitted by midnight of the course end date, per your course start letter. You are responsible for turning in all assignments on time; no late submissions are permitted. Any student who needs an extension must get approval from the Registrar prior to that time.

Contact Information

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Web site: www.rts.edu/distance
Lesson One
General Observations

Lesson Two
Greek Philosophy

Lesson Three
Early Christian Thought

Lesson Four
Medieval Philosophy and Theology

Lesson Five
The Reformation

Lesson Six
Early Modern Philosophy (1650-1800)

Lesson Seven
Early Modern Christian Thought

Lesson Eight
Beginnings of Liberal Theology

Lesson Nine
Kant and his Successors

Lesson Ten
Nineteenth Century Theology

Lesson Eleven
Phenomenology, Pragmatism and Existentialism

Lesson Twelve
Theological Development from 1920-1970

Lesson Thirteen
From Hermeneutics to Postmodernism
Lesson Fourteen
Theological Development from 1950-2000

Lesson Fifteen
Process Thought

Lesson Sixteen
The Philosophy of Language Analysis

Lesson Seventeen
Recent Reformed Philosophy
## Course Objectives Related to MAR Student Learning Outcomes

**Course:** History of Philosophy and Christian Thought  
**Professor:** Dr. John Frame

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<th>MAR Student Learning Outcomes</th>
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| **Articulation (oral & written)** | Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks. | Moderate | 1. Critical review/application paper  
2. Final exam tests knowledge and articulation of course topics  
3. Class discussion questions testing understanding and application |
| **Scripture** | Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.) | Moderate | 1. Evaluates philosophical ideas and movements in light of Scripture  
2. Influences on modern hermeneutics  
3. Discusses different approaches to Scripture in history of Christian thought |
| **Reformed Theology** | Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards. | Minimal | 1. Evaluates philosophical ideas from Reformed perspective  
2. Discusses Reformation as intellectual/cultural movement |
| **Sanctification** | Demonstrates a love for the Triune God that aids the student's sanctification. | Minimal | 1. Encourages application of Matthew 22:37 (“with all your mind”) |
| **Desire for Worldview** | Burning desire to conform all of life to the Word of God. | Strong | 1. Emphasizes understanding and application of biblical worldview  
2. Discusses philosophical implications of biblical worldview  
3. Christian worldview contrasted with non-Christian worldviews |
| **Winsomely Reformed** | Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.) | Moderate | 1. Appreciation for insights from non-Reformed traditions and non-Christian philosophies (common grace)  
2. Application of philosophical criticism to apologetics and evangelism |
| **Teach** | Ability to teach the meaning of Scripture to both heart and mind with clarity and enthusiasm. | Minimal | 1. Understanding modernism and postmodernism aids preaching and teaching in 21st C entury |
| **Church/World** | Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues. | Minimal | Appreciation for breadth of Christian philosophical tradition |
| **MAR Specific SLO** | An ability to integrate such knowledge and understanding into one’s own calling in society | Minimal | Understanding modernism and postmodernism helps diagnose intellectual problems for 21C Christians |