ST633: Readings and Philosophical Theology (2 hrs)  

Meeting Time: Wednesdays 1:00 PM – 2:55 PM; Aug 24–Dec 2  
Meeting Place: Library Classroom  
Fall, 2016  

Note: the professor reserves the right to modify this syllabus as needed at any time.  

Contact Information  
Bruce Baugus  
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Phone: 601-923-1696 (office) or 601-519-9091 (personal cell)  
Office: Dean Center Faculty Suite  
Hours: M, W, & Th, whenever I am not teaching  

Wes Strebeck (Teaching Assistant)  
Email: wes830@gmail.com  
Office: Biblical Studies TA Suite  

Catalog Course Description  
This seminar will study selected primary texts from the history of philosophical theology significant for understanding Christian theology and the development of contemporary thought. Readings vary, but focus on the development of a single major theme or individual.  

Explanation  
Philosophy is inescapable and the relationship between philosophy and Christian thought, life, and ministry is varied and complex. This seminar offers students the opportunity to read and discuss a selection of primary sources significant for understanding this relationship and the development of Christian theology or contemporary thought. Broad familiarity with the western philosophical tradition and history of doctrine is expected and, as a seminar, a high degree of student participation is required.  

Required Readings  
See Course Schedule. Most readings will be provided or are available online; other readings will be available in the library (on reserve), from the professor’s study (on reserve), or can be purchased.  

Assignments  
Reading Reports: Each week one or two students will be present a paper summarizing the main points and argument of the assigned reading for that week. Papers should be no more and not much less than two pages (single spaced), and raise interesting and helpful questions to shape class discussion of the text. Electronic copies of the paper (pdf) are due to the professor two hours before class; presenters must also bring enough hardcopies of their paper to class for each classmate and the professor to have a copy. You will be required to present at least twice during the semester.  

Term Paper: a ten to twelve (10–12) page research paper is due by 5:00 PM on the final day of class. Students may write on any topic related to course content that the professor is willing to permit. Proposed topics and preliminary theses are due the third week of class, an annotated bibliography of at least eight secondary sources is due the first class after fall break.  

Attendance & Participation Policy  
Your primary assignment is to be present, prepared, and ready to participate fully in class each week. This requires showing up on time and remaining for the duration of class, ready to contribute meaningfully by having read all assigned materials beforehand.  

Any student who misses class or is grievously or repeatedly tardy (without prior permission or a compelling emergency) may find their course grade reduced on the following schedule:  

1. By one full letter grade (e.g. A to B) for each unexcused absence  
2. By one increment (e.g. A to A-) for each unexcused tardy or absence from class of more than 20 minutes  
3. By one increment (e.g. A to A-) for every unexcused tardy of less than 20 minutes, for repeat offenders
Students found studying for other classes or using electronic devices for any reason not directly related to the current topic of discussion will be counted as being tardy or absent from class for more than 20 minutes.

Permission to be absent from class will ordinarily be granted only for medical reasons or family crises. Elective choices such as attending a conference, work (including RTS and church internship duties), enrolling in another course in conflict with this one, and so on, are unacceptable excuses. (The professor will try to accommodate special events on campus and presbytery meetings, as needed.)

Note: this “law is not laid down for the just but for the lawless and disobedient” (1 Tim 1:9).

Technology Use Policy
Since students who type notes during lectures consistently perform worse on exams and other assessments of lecture and discussion comprehension, laptops and tablets are prohibited in class except by special permission from the professor.¹ (Permission is ordinarily restricted to matters of learning disabilities or those who handwrite their notes directly into a tablet application). Phones must be on silent and kept out of sight (and mind). If you must receive or place a call, even during a class break, please leave the classroom to do so.

Assignment Submission Policy
Submit written assignments as individual pdf files via email to baugus.assignments@gmail.com. I will confirm receipt within 24 hours of your submission. If you have not received a confirmation from me within 24 hours, be sure to follow up promptly using my contact information at the top of this syllabus.

Course Grade
Reading Reports 40% (20% each)
Research Paper 60%
Total 100%

¹ See, for example, Pam A. Mueller and Daniel M. Oppenheimer, “The Pen is Mightier Than the Keyboard: Advantages of Longhand over Laptop Not Taking,” Psychological Science 25.6 (June 2014): 1159-1168. See also the excellent guide produced by Harvard University’s Harvard Initiative for Learning and Teaching (HILT): Machael C. Friedman, “Notes and Note-Taking: Review of Research and Insights for Students and Instructors,” available online at http://hilt.harvard.edu/files/hilt/files/notetaking_0.pdf and appended to this syllabus.
# Course Objectives Related to MDiv Student Learning Outcomes

<table>
<thead>
<tr>
<th>MDiv Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tr>
<td><strong>Articulation</strong>&lt;br&gt; (oral &amp; written)</td>
<td>Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.</td>
<td>Strong</td>
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<tr>
<td><strong>Scripture</strong></td>
<td>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.)</td>
<td>Moderate</td>
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<tr>
<td><strong>Reformed Theology</strong></td>
<td>Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.</td>
<td>Strong</td>
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<td><strong>Sanctification</strong></td>
<td>Demonstrates a love for the Triune God that aids the student’s sanctification.</td>
<td>Moderate</td>
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<td><strong>Desire for Worldview</strong></td>
<td>Burning desire to conform all of life to the Word of God.</td>
<td>Strong</td>
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<td><strong>Winsomely Reformed</strong></td>
<td>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.)</td>
<td>Moderate</td>
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<td><strong>Preach</strong></td>
<td>Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.</td>
<td>Minimal</td>
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<td><strong>Worship</strong></td>
<td>Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.</td>
<td>Minimal</td>
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<td><strong>Shepherd</strong></td>
<td>Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.</td>
<td>Minimal</td>
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<tr>
<td><strong>Church/World</strong></td>
<td>Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.</td>
<td>Moderate</td>
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