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:
Questions about Intelligent Design (Downers Grove, Ill.: InterVarsity, 2004).
[D&K] William Dembski and James Kushiner, eds., Signs of Intelligence:
[F&G] Barbara Forrest and Paul R. Gross, Creationism’s Trojan Horse: The Wedge
[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).

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
(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###
Term: TBA
Time: TBA
Place: TBA
Online: http://www.designinference.com/teaching/teaching.htm
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:

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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Online: http://www.designinference.com/teaching/teaching.htm
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:

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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