Mathematics In A Postmodern Age A Christian Perspective

In Democracy and Mathematics Education, Kurt Stemhagen and Catherine Henney develop a way of thinking about the nature and purposes of math that is inclusive, participatory, and thoroughly human. They use these ideas to create a school mathematics experience that can enhance students' math abilities and democratic potential. They locate mathematics' origins in human activity and highlight the rich but often overlooked links between mathematical activity and democratic, social practices. Democratic mathematics education foregrounds student inquiry and brings to light the moral dimensions of a discipline that has both remarkable utility and inevitable limitations. For math educators, the book's humanities approach helps to see the subject anew. For philosophers, it provides an important real world context for wrestling with perennial and timely questions, engaging democratic and evolutionary theory to transform school math. This alternative approach to mathematics and mathematics education provides a guide for how to use math to make democracy a larger part of school and wider social life. 2021 Winner of the AESA Critics' Choice Book Award.

All Christian colleges and universities hail the integration of faith and learning as a premier mission objective. There is less agreement as to what the integration of faith and learning should look like in pedagogical and cross-disciplinary terms. This volume proposes that faith and learning are interrelated from the start. Discovery of truth within the academic disciplines cultivates discipline-specific wisdom that both accords with all reality and complements the whole counsel of God. Where Wisdom May Be Found brings together a faculty of twenty-seven accomplished voices from across curricula to celebrate each field's capacity for revealing wisdom from all corners of God's creative design. In synthesis, these voices declare the depth and richness of the wisdom and knowledge of God for the educational advancement and holistic equipping of the corporate people of God.

God Over All: Divine Aseity and the Challenge of Platonism is a defense of God's aseity and unique status as the Creator of all things apart from Himself in the face of the challenge posed by mathematical Platonism. After providing the biblical, theological, and philosophical basis for the traditional doctrine of divine aseity, William Lane Craig explains the challenge presented to that doctrine by the Indispensability Argument for Platonism, which postulates the existence of uncreated abstract objects. Craig provides detailed examination of a wide range of responses to that argument, both realist and anti-realist, with a view toward assessing the most promising options for the theist. A synoptic work in analytic philosophy of religion, this groundbreaking volume engages discussions in philosophy of mathematics, philosophy of language, metaphysics, and metaontology.

Christian scholars and teachers everywhere are exploring ever more fully the relationship between Christian faith and the

various academic disciplines. In this book, leading voices in the Christian academy provide a solid theological foundation for understanding the aims and practice of faith-and-learning integration, especially within church-related institutions, and also discuss some major challenges and opportunities facing Christian higher education in the twenty-first century. --From publisher's description.

In 1996 physicist Alan Sokal published an essay in Social Text--an influential academic journal of cultural studies--touting the deep similarities between quantum gravitational theory and postmodern philosophy. Soon thereafter, the essay was revealed as a brilliant parody, a catalog of nonsense written in the cutting-edge but impenetrable lingo of postmodern theorists. The event sparked a furious debate in academic circles and made the headlines of newspapers in the U.S. and abroad. Now in Fashionable Nonsense: Postmodern Intellectuals' Abuse of Science, Sokal and his fellow physicist Jean Bricmont expand from where the hoax left off. In a delightfully witty and clear voice, the two thoughtfully and thoroughly dismantle the pseudo-scientific writings of some of the most fashionable French and American intellectuals. More generally, they challenge the widespread notion that scientific theories are mere "narrations" or social constructions.

Realities are structured categorially, and comprehension of our internal and external conditions do not appear to be global or unitary. Rather, both human and non human animals function within their worlds and understand these by categorizing their experiences. Drawing upon many areas of life, the authors consider the ontological, mereological and multi-faceted structure of experience to explore how an understanding of categories can further knowledge.

Concerns about quality mathematics education are often posed in terms of the types of mathematics that are worthwhile and valuable for both the student and society in general, and about how to best support students so that they can develop this mathematics. Concerns about equity are about who is excluded from the opportunity to develop quality mathematics within our current practices and systems, and about how to remove social barriers that systematically disadvantage those students. This collection of chapters summarises our learning about the achievement of both equity and quality agendas in mathematics education and to move forward the debate on their importance for the field.

This book is the first major study of the Situationist International. Tracing the history, ideas and influences of this radical and inspiring movement from dada to postmodernism, it argues that situationist ideas of art, revolution, everyday life and the spectacle continue to inform a variety of the most urgent poltical events, cultural movements, and theoretical debates of our times.

This compelling book explores the challenges to theory, politics, and human identity that we face on the threshold of the third millennium. It follows on the successor of Best and Kellner's two previous books, Postmodern Theory, acclaimed as the best critical introduction to the field - and The Postmodern Turn, which provides a powerful mapping of postmodern

developments developments in the arts, politics, science, and theory. In The Postmodern Adventure, Best and Kellner analyze a broad array of literary, cultural, and political phenomena from fiction, film, science, and the Internet, to globalization and the rise of a transnational image culture.

Mathematics in a Postmodern AgeA Christian PerspectiveEerdmans Publishing Company

This book is a history, analysis, and criticism of what the author calls “postmodern interpretations of science” (PIS) and the closely related “sociology of scientific knowledge” (SSK). This movement traces its origin to Thomas Kuhn's revolutionary work, The Structure of Scientific Revolutions (1962), but is more extreme. It believes that science is a “social construction”, having little to do with nature, and is determined by contextual forces such as the race, class, gender of the scientist, laboratory politics, or the needs of the military industrial complex.Since the 1970s, PIS has become fashionable in the humanities, social sciences, and ethnic or women's studies, as well as in the new academic discipline of Science, Technology, and Society (STS). It has been attacked by numerous authors and the resulting conflicts led to the so-called Science Wars of the 1990s. While the present book is also critical of PIS, it focuses on its intellectual and political origins and tries to understand why it became influential in the 1970s. The book is both an intellectual and a political history. It examines the thoughts of Karl Popper, Karl Mannheim, Ludwik Fleck, Thomas Kuhn, Paul Feyerabend, David Bloor, Steve Woolgar, Steve Shapin, Bruno Latour, and PIS-like doctrines in mathematics. It also describes various philosophical contributions to PIS ranging from the Greek sophists to 20th century post-structuralists and argues that the disturbed political atmosphere of the Vietnam War era was critical to the rise of PIS.

This is a charming and insightful contribution to an understanding of the "Science Wars" between postmodernist humanism and science, driving toward a resolution of the mutual misunderstanding that has driven the controversy. It traces the root of postmodern theory to a debate on the foundations of mathematics early in the 20th century, then compares developments in mathematics to what took place in the arts and humanities, discussing issues as diverse as literary theory, arts, and artificial intelligence. This is a straightforward, easily understood presentation of what can be difficult theoretical concepts It demonstrates that a pattern of misreading mathematics can be seen both on the part of science and on the part of postmodern thinking. This is a humorous, playful yet deeply serious look at the intellectual foundations of mathematics for those in the humanities and the perfect critical introduction to the bases of modernism and postmodernism for those in the sciences.

This book addresses a growing need in apologetic literature. It is a response to the growing wave of Christian leaders who are rejecting Christianity and becoming some of its most ardent critics, often supported by a plethora of new organizations arising to encourage such people to cut ties to their faith. This is a new challenge from a different breed of

critics who are using their instant credibility and insider's knowledge of theology, the Bible, church history, even apologetics, to debunk the faith they once believed and promoted. They have taken aim at the foundations of Christianity, including God, the Scriptures, miracles and the supernatural, and Christianity's perceived inherent prohibition on free enquiry. Readers will be introduced to arguments against Christianity by these critics, which they claim compelled them to leave, followed by responses that use examples, questions, and nontechnical language to make the reasoning accessible. Every issue addressed has been raised by a former Christian leader, and special attention has been paid to their precise formulations. The book makes the case that, however convincing the critics' arguments may appear at first glance, further analysis reveals them to be weaker than they appear, and in many cases entirely unpersuasive.

Our world is growing increasingly complex and confused—a unique and urgent context that calls for a grounded and fresh approach to Christian higher education. Christian higher education involves a distinctive way of thinking about teaching, learning, scholarship, curriculum, student life, administration, and governance that is rooted in the historic Christian faith. In this volume, twenty-nine experts from a variety of fields, including theology, the humanities, science, mathematics, social science, philosophy, the arts, and professional programs, explore how the foundational beliefs of Christianity influence higher education and its disciplines. Aimed at equipping the next generation to better engage the shifting cultural context, this book calls students, professors, trustees, administrators, and church leaders to a renewed commitment to the distinctive work of Christian higher education—for the good of the society, the good of the church, and the glory of God.

The Humanities in Transition explores how the basic components of the digital age will have an impact on the most trusted theories of humanists. Over the past two generations, humanists have come to take basic postmodern theories for granted whether on language, knowledge or time. Yet Michel Foucault, Jacques Derrida and similar philosophers developed their ideas when the impact of this digital world could barely be imagined. The digital world, built on algorithms and massive amounts of data, operates on radically different principles. This volume analyzes these differences, demonstrating where an aging postmodernism cannot keep pace with today’s technologies. The book first introduces the major influence postmodern had on global thought before turning to algorithms, digital space, digital time, data visuals and the concept to digital forgeries. By taking a closer look at these themes, it establishes a platform to create more robust humanist theories for the third millennium. This book will appeal to graduate students and established scholars in the Digital Humanities who are looking for diverse and energetic theoretical approaches that can truly come to terms with the digital world.

1. Introduction. 2. Around the Cartesian Circuit. 2.1. Imagination. 2.2. Intuition. 2.3. Counting to One. 3. Space Oddity and

Linguistic Turn. 4. Wound of Language. 4.1. Being and Time Continuum. 4.2. Language and Will. 5. Beyond the Code. 5.1. Medium of Free Becoming. 5.2. Nonpresence of Identity. 6. The Expired Subject. 6.1. Empire of Signs. 6.2. Mechanical Bride. 7. The Vanishing Author. 8. Say Hello to the Structure Bubble. 8.1. Algebra of Language. 8.2. Functionalism Chic. 9. Don't Think, Look. 9.1. Interpolating the Self. 9.2. Language Games. 9.3. Thermostats "R" Us. 10. Postmo.

ThisbookisanexpositionofJonathanEdwards'argumentationinhisdissertationConcerningtheEndforWhichGodCreatedtheWorld.InadditiontostatingEdwards'thesesregardingGod'sendandmotivationincreation,thisbookidentifiesanddiscussestheassumptionsofhisargumentation,analysesandexplainsitscrucialcomponents,andexploresitsphilosophicalimplications.Theseimplicationsincludeaversionofexemplarism(i.e.,thenatureofGod'sideasforcreation),dispositionalism(i.e.,thecharacteristicsofGodwhichexplainGod'smotivation),andemanationism(i.e.,whatGodsharesofhimselfwithpersonswhohavealivingfaithinChrist).Theseentailaviewofidealism(i.e.,aviewoftheultimateontologicalgroundoftheuniverse),God'stemporalnature,continuouscreationism(i.e.,howGodsustainscreation),aversionofpanentheism(i.e.,howGod,whoisinfinite,isrelatedtocreation,fromwhichGodisabsolutelydistinct),andoccasionalism(i.e.,thenatureofcausationofphysicaleventsorstatesofcreation).Theseconceptsandwhattheyentailconstituteacompletemetaphysicalsystem,providingathoroughgoingdivineactionunderstandingofthefoundationofreality.ForJonathanEdwards,God'sactingaccordingtohisplansforhispurposesinChristisfundamentaltoallthings.Werewetohaveanunderstandingofhowthefundamentalconceptsofscience,mathematics,andordinaryexperiencearerelatedinrealitytotheGodwhoactsforhisoriginalultimateendincreation,sustainingtheuniverse,whileprovidentiallyguidingitsaffairs,andworkingredemption,wewouldhavetheopportunitytodeveloptheseashehadhoped,hepointedthewayforotherstofollow.

This timely and accessible book presents a challenge to accepted wisdoms about both the nature of mathematics and of education. The authors of this groundbreaking volume bring to bear on this intersection a postmodern sensibility that engages with the grand narratives of mathematics education. Thus they provide a key resource for rethinking theory and practice in mathematics education. Each of the chapters develops important insights for mathematics education from mainly French intellectuals of the past: Foucault, Lacan, Lyotard, Deleuze. Each chapter addresses issues relevant to mathematics education, researching and teaching mathematics.

While debates abound today over the cost, purpose, and effectiveness of higher education, often lost in this conversation is a critical question: Should higher education attempt to shape students' moral and spiritual character in any systematic manner as in the past, or focus upon equipping students with mere technical knowledge? Faith, Freedom, and Higher Education argues that Christianity can still play an important role in contemporary American higher education. George M. Marsden, D. G. Hart, and George H. Nash, among its authors, analyze the debate over the secularization of the

university and the impact of liberal Protestantism and fundamentalism on the American academy during the twentieth century. Contributors also assess how the ideas of Dorothy Sayers, C. S. Lewis, Wendell Berry, and Allan Bloom can be used to improve Christian higher education. Finally, the volume examines the contributions Christian faith can make to collegiate education and outlines how Christian institutions can preserve their religious mission while striving for academic excellence.

Book description to come.

We strongheadedly believe that God is the messianic savior and that God's light shall prevail unto the brethren for his sons and daughters to illumine the truth and his existence. Our God's birth is in his earthly heaven, and he shall pour his blessing unto you at times of apocalypse, which is the revivalist truth of God's infinitesimal picture and his physical presence on earthly heaven. We also believe in Lord's feet washing and that glory can be established by truth, service, devotion, and compassion for your father and mother, brothers and sisters, grandfathers and grandmothers, peers, friends, kith and kins, and neighbors to have pure, godly feet-washing service to humankind. This is to ignite the passion of love and service for fellow beings and to ultimately encompass and redeem the shower of divine bliss, eternal truth, cooperation, help and support, healing and blessing, eternal wisdom and eternal life and eternal bonding. We believe in the presence of Lord Rama, Buddha, Mohammed, and Jesus on heavenly earth. This millennium book of proven approaches and handy tools will help in understanding straight revelations from Lord's mind, gut, love, omnipresence, and sacrosanct neo-exotransleadership in order to eradicate degradation and to give space to righteousness. The Creator's cosmic manifestation for the compassion DNA sequencer bases of faith, will, hard work, and education is for the pure blooming of peace.

This alternative textbook for courses on teaching mathematics asks teachers and prospective teachers to reflect on their relationships with mathematics and how these relationships influence their teaching and the experiences of their students. Applicable to all levels of schooling, the book covers basic topics such as planning and assessment, classroom management, and organization of classroom experiences; it also introduces some novel approaches to teaching mathematics, such as psychoanalytic perspectives and post-modern conceptions of curriculum. Traditional methods-of-teaching issues are recast in a new discourse, provoking new ideas for making mathematics education meaningful to teachers as well as their students. Co-authored by a professor and coordinator of mathematics education programs, with illustrative contributions from practicing elementary, middle, and high school mathematics teachers, this book is a unique collaboration across all pre-college grades, making it ideal for teacher discussion groups at any level. Embracing Mathematics: integrates pedagogy and content exploration in ways that are unique in mathematics education features

textboxes with reflection questions and suggested explorations that can be easily utilized as homework for a course or as discussion opportunities for teacher reading groups offers examples of teachers' action research projects that grew out of their interactions with the main chapters in the book is not narrowly limited to mathematics education but incorporates curriculum studies – an invaluable asset that allows instructors to find more ways to engage students in self-reflexive acts of teaching Embracing Mathematics is intended as a method text for undergraduate and master's-level mathematics education courses and more specialized graduate courses on mathematics education, and as a resource for teacher discussion groups.

"Be transformed by the renewing of your mind, so that you may discern what is the good, pleasing, and perfect will of God." (Romans 12:2) Renewing Minds serves as a clear introduction to the field of higher Christian education, focusing on the distinctive, important role of Christian-influenced learning—both in the Kingdom of God and in the academic world. Union University president David S. Dockery writes for administrators, trustees, church leaders, faculty, and staff who are just beginning their service or association with a Christ-centered institution, and also to students and parents who are considering a Christian college or university. Chapters include: "Loving God with Our Minds," "Renewing Minds, Serving Church and Society," "Shaping a Christian Worldview," "Reclaiming the Christian Intellectual Tradition," "Integrating Faith and Learning," "Envisioning a Shared Community of Tradition, Belonging, and Renewing Minds," "Establishing a Grace-Filled Academic Community," "Developing a Theology for Christian Higher Education," and "Thinking Globally about the Future." New source information and footnotes have been added to this second edition. While the chapters still reflect their original shape as formal addresses given in various settings, this revised and updated edition formats the book in a way that is more consistent with academic rather than popular expectations.

"The ancient Greeks argued that the best life was filled with beauty, truth, justice, play and love. The mathematician Francis Su knows just where to find them."--Kevin Hartnett, Quanta Magazine" ?This is perhaps the most important mathematics book of our time. Francis Su shows mathematics is an experience of the mind and, most important, of the heart."--James Tanton, Global Math Project For mathematician Francis Su, a society without mathematical affection is like a city without concerts, parks, or museums. To miss out on mathematics is to live without experiencing some of humanity's most beautiful ideas. In this profound book, written for a wide audience but especially for those disenchanted by their past experiences, an award-winning mathematician and educator weaves parables, puzzles, and personal reflections to show how mathematics meets basic human desires--such as for play, beauty, freedom, justice, and love--and cultivates virtues essential for human flourishing. These desires and virtues, and the stories told here, reveal how mathematics is intimately tied to being human. Some lessons emerge from those who have struggled, including

philosopher Simone Weil, whose own mathematical contributions were overshadowed by her brother's, and Christopher Jackson, who discovered mathematics as an inmate in a federal prison. Christopher's letters to the author appear throughout the book and show how this intellectual pursuit can--and must--be open to all.

This volume represents a serious attempt to understand what it is that structures the pedagogical experience. In that attempt there are two main objectives. One is a theoretical interest that involves examining the issue of the subjectivity of the teacher and exploring how intersubjective negotiations shape the production of classroom practice. A second objective is to apply these understandings to the production of mathematical knowledge and to the construction of identities in actual mathematics classrooms. To that end book contains substantial essays that draw on postmodern philosophies of the social to explore theory's relationship with the practice of mathematics pedagogy. Unpacking Pedagogy takes new ideas seriously and engages readers in theory development. Groundbreaking in content, the book investigates how our thinking about classroom practice in general, and mathematics teaching (and learning), in particular, might be transformed. As a key resource for interrogating and understanding classroom life, the book's sophisticated analyses allow readers to build new knowledge about mathematics pedagogy. In turn, that new knowledge will provide them with the tools to engage more actively in educational criticism and to play a role in educational change.

This book argues that it is possible for our study of the natural world to enhance our understanding of God and for our faith to inform and influence our study and application of science. Whether you are a student, someone employed in the sciences, or simply an interested layperson, Not Just Science will help you develop the crucial skills of critical thinking and reflection about key questions in Christian faith and natural science.The contributors provide a systematic approach to both raising and answering the key questions that emerge at the intersection of faith and various disciplines in the natural sciences. Among the questions addressed are the context, limits, benefits, and practice of science in light of Christian values. Questions of ethics as they relate to various applied sciences are also discussed. The end goal is an informed biblical worldview on both nature and our role in obeying God’s mandate to care for his creation.With an honest approach to critical questions, Not Just Science fills a gap in the discussion about the relationship between faith and reason. This is a most welcomed addition to these significant scholarly conversations. Ron Mahurin, PhD Vice President, Professional Development and Research Council for Christian Colleges & Universities

Most of us believe everything happens for a reason. Whether it is "God's will","karma", or "fate," we want to believe that nothing in the world, especially disasters and tragedies, is a random, meaningless event. But now, as never before, confident scientific assertions that the world embodies a profound contingency are challenging theological claims that God acts providentially in the world. The random and meandering path of evolution is widely used as an argument that

God did not create life. Abraham's Dice explores the interplay between chance and providence in the monotheistic religious traditions, looking at how their interaction has been conceptualized as our understanding of the workings of nature has changed. This lively historical conversation has generated intense ongoing theological debates, and provocative responses from science: what are we to make of the history of our universe, where chance and law have played out in complex ways? Or the evolution of life, where random mutations have challenged attempts to find purpose within evolution and convinced many that human beings are but a "glorious accident"? The enduring belief that everything happens for a reason is examined through a conversation with major scholars, among them holders of prestigious chairs at Oxford and Cambridge Universities and the University of Basel, as well as several Gifford lecturers, and two Templeton prize winners. Organized historically, Abraham's Dice provides a wide-ranging scientific, theological, and biblical foundation to address the question of providence and divine action in a world shot through with contingency.
The present book is the result of the reflection of many individuals in mathematics education on questions such as: Is mathematics education a science? Is it a discipline? In what sense? The reader will find a range of possible answers to these questions, a variety of analyses of the actual directions of research in different countries, and a number of visions for the future of research in mathematics education.
In October 2014, a group of mathematicians, physicists, ecologists, philosophers, and theologians gathered at a special conference in Berkeley, California to present the results of a two-year research program dubbed “Project SATURN”. This program explored many of the rich avenues of thought found at the intersection of modern science and Christian theology. Chief among them is the possibility that certain processes in nature might be so complex that they do not have sufficient physical causes. Known as “ontological indeterminism”, this idea has profound implications for theology. Specifically, it allows God to be thought of as acting providentially within nature without violating the laws and processes of nature. Such a momentous insight could influence how we understand free will, natural evil, suffering in nature, and the relation between divine providence and human evolution. The essays collected here discuss each of these topics and were originally presented at the 2014 conference. Part I establishes the scientific basis for conceptualizing certain process in the universe as inherently random and possibly indeterministic. Part II discusses the philosophical and theological issues that spring from this understanding. Together they represent the cutting edge of thought in the increasingly productive dialogue between science and theology. Short for the “Scientific and Theological Understandings of Randomness in Nature”, Project SATURN was created by the Center for Theology and the Natural Sciences, a Program of the Graduate Theological Union, Berkeley. It was funded with a grant administered by Calvin College and provided by the John Templeton Foundation.

Mathematics and the Divine seem to correspond to diametrically opposed tendencies of the human mind. Does the mathematician not seek what is precisely defined, and do the objects intended by the mystic and the theologian not lie beyond definition? Is mathematics not Man's search for a measure, and isn't the Divine that which is immeasurable ? The present book shows that the domains of mathematics and the Divine, which may seem so radically separated, have throughout history and across cultures, proved to be intimately related. Religious activities such as the building of temples, the telling of ritual stories or the drawing of enigmatic figures all display distinct mathematical features. Major philosophical systems dealing with the Absolute and theological speculations focussing on our knowledge of the Ultimate have been based on or inspired by mathematics. A series of chapters by an international team of experts highlighting key figures, schools and trains of thought is presented here. Chinese number mysticism, the views of Pythagoras and Plato and their followers, Nicholas of Cusa's theological geometry, Spinozism and intuitionism as a philosophy of mathematics are treated side by side among many other themes in an attempt at creating a global view on the relation of mathematics and Man's quest for the Absolute in the course of history. · Mathematics and man's quest for the Absolute · A selective history highlighting key figures, schools and trains of thought · An international team of historians presenting specific new findings as well as general overviews · Confronting and uniting otherwise compartmentalized information

This book is the result of a multi-year research project led and sponsored by the University of Chieti-Pescara, National Chengchi University, University of Salamanca, and Osaka University. It is the fifth volume to emerge from that international project, held under the aegis of the United Nations Academic Impact in 2020. All the essays in this volume were (virtually) discussed at the University of L'Aquila?as the venue of the 2nd International Conference on Decision Economics, a three-day global gathering of approximately one hundred scholars and practitioners—and were subjected to thorough peer review by leading experts in the field. The essays reflect the extent, diversity, and richness of several research areas, both normative and descriptive, and are an invaluable resource for graduate-level and PhD students, academics, researchers, policymakers and other professionals, especially in the social and cognitive sciences. Given its interdisciplinary scope, the book subsequently delivers new approaches on how to contribute to the future of economics, providing alternative explanations for various socio-economic issues such as computable humanities; cognitive, behavioural, and experimental perspectives in economics; data analysis and machine learning as well as research areas at the intersection of computer science, artificial intelligence, mathematics, and statistics; agent-based modelling and the related. The editors are grateful to the scientific committee for its continuous support throughout the research project as well as to the many participants for their insightful comments and always probing questions. In any case, the collaboration involved in the project extends far beyond the group of authors published in this volume and is reflected in

the quality of the essays published over the years.

Addresses the biblical, philosophical, and scientific bases for the doctrine of creation out of nothing, while countering contemporary trends that are assailing this doctrine.

What does it mean to think and live Christianly in a world of competing worldviews? Christian Contours answers this question by inviting readers to consider the understanding of reality proposed by the Bible. Though it is easy to divide life into separate compartments (religious and secular, theological and practical), faith invites us to view all of life in the light of that Biblical understanding. Presenting a clear, compelling case for unity in essential Christian tenets, the authors of Christian Contours guide the reader through developing, internalizing, and articulating a biblical worldview. This robust worldview enables the Christian to be a critically-thinking participant in culture and to be a faithful disciple of Christ with both heart and mind.

What does God have to do with mathematics? Everything. In this book, Vern Poythress argues that the harmony of abstract mathematical truths, the physical world of things, and the personal world of our thinking depends on the existence of the Christian God. Poythress shows that these distinct “perspectives” on mathematics cohere because all three find their origin in God’s consistent character and nature. Whether it’s simple addition and subtraction or more complex mathematical concepts such as set theory and the nature of infinity, this fascinating book lays a theistic foundation for all mathematical inquiry.

This book is an exploration and defense of the coherence of classical theism’s doctrine of divine aseity in the face of the challenge posed by Platonism with respect to abstract objects. A synoptic work in analytic philosophy of religion, the book engages discussions in philosophy of mathematics, philosophy of language, metaphysics, and metaontology. It addresses absolute creationism, non-Platonic realism, fictionalism, neutralism, and alternative logics and semantics, among other topics. The book offers a helpful taxonomy of the wide range of options available to the classical theist for dealing with the challenge of Platonism. It probes in detail the diverse views on the reality of abstract objects and their compatibility with classical theism. It contains a most thorough discussion, rooted in careful exegesis, of the biblical and patristic basis of the doctrine of divine aseity. Finally, it challenges the influential Quinean metaontological theses concerning the way in which we make ontological commitments.

This book is a history, analysis, and criticism of what the author calls OC postmodern interpretations of scienceOCO (PIS) and the closely related OC sociology of scientific knowledgeOCO (SSK). This movement traces its origin to Thomas Kuhn"s revolutionary work, The Structure of Scientific Revolutions (1962), but is more extreme. It believes that science is a OC social constructionOCO, having little to do with nature, and is determined by contextual forces such as

the race, class, gender of the scientist, laboratory politics, or the needs of the military industrial complex.

"Who are we to suppose we are capable of comprehending the world of which we are a part, and what is the world to suppose it can be understood by us, minuscule and insignificant spatiotemporal warps contained within it?" This provocative question opens Floyd Merrell's study of postmodernism and the thought of Charles Sanders Peirce, part of the author's ongoing effort to understand our contemporary cultural and intellectual environment. The specific focus in this interdisciplinary study is the modernism/postmodernism dichotomy and Peirce's precocious realization that the world does not lend itself to the simplistic binarism of modernist thought. In Merrell's examination of postmodern phenomena, the reader is taken through various facets of the cognitive sciences, philosophy of science, mathematics, and literary theory. Merrell's consideration of Peirce's complex and inadequately understood concept of the sign is enhanced through numerous charts and figures. Theories, hypotheses, and speculation in the physical sciences are then brought to bear on Peircean semiotics. The final chapter critiques the often undiscriminating acceptance of postmodern practices in today's academic world.

How do mathematics, philosophy, and theology intersect? In Ideas at the Intersection of Mathematics, Philosophy, and Theology, Carlos Bovell proposes a wide range of possibilities. In a series of eleven thought-provoking essays, the author explores such topics as the place of mathematics in the work of Husserl and Heidegger, the importance of infinity for the Christian conception of God, and the impact of Godel's Theorem on the Westminster Confession of Faith. This book will appeal to readers with backgrounds in mathematics, philosophy, and theology and can be used in core, interdisciplinary modules that contain a math component.

The discipline of mathematics has not been spared the sweeping critique of postmodernism. Is mathematical theory true for all time, or are mathematical constructs in fact fallible? This fascinating book examines the tensions that have arisen between modern and postmodern views of mathematics, explores alternative theories of mathematical truth, explains why the issues are important, and shows how a Christian perspective makes a difference. Contributors: W. James Bradley William Dembski Russell W. Howell Calvin Jongsma David Klanderman Christopher Menzel Glen VanBrummelen Scott VanderStoep Michael Veatch Paul Zwier