

SYLLABUS FOR PHILOSOPHY 3304 & RELIGION 3394
CHRISTIAN WORLD VIEW
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I. DBU Catalog Description:

A description of the concept of worldview in general and the content of the Christian worldview in particular, focusing on the Biblical themes of creation, fall, redemption and their implications on the totality of life including spiritual experience, education, the arts, vocation, family, etc. Fall.

II. Course Data

Professor: Dr. David Naugle
Days, time and place: Monday night, 5: 15-7: 45, Strickland 216
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III. Course Objectives

There are three marks of a great person:

- One who is a great thinker;
- One who is a great lover;
- One who is a great doer.

A. Intellectual Objectives:

1. To master the content and meaning of the fundamental biblical and theological pillar points of the Christian worldview and their implications on the whole of life as evidenced in written assignments, class discussions, and course examinations.
 - i. Creation
 - ii. Fall
 - iii. Redemption
 1. OT promise/NT fulfillment and consummation
 2. "Already"
 3. "Not yet"
 - iv. Structure and direction
 - v. Sacramental nature of reality
 - vi. Christ and culture options
2. To grasp the serious problem of "dualism" as the fundamental impediment to an adequate understanding of the biblical worldview as evidenced in written assignments, class discussions, and course examinations.
3. To understand the diversity of models regarding the relationship of Christ and Christianity to culture (opposition, tension, transformation) as evidenced in written assignments, class discussions, and course examinations.

4. To gain an in-depth understanding of the biblical worldview perspective of various critical, contemporary topics such as the Christian life, Christian education and scholarship, and the issues of work, art, and play as evidenced in written assignments, class discussions, and course examinations.

B. Affective Objective:

To develop a fresh appreciation for biblical Christianity as a complete religious and philosophical system that embraces the whole of reality and every aspect of human life and to gain new respect for its intellectual cogency, existential satisfaction, and practical applicability as a credible alternative belief system worthy of the most serious consideration at this (postmodern) juncture in human history.

C. Volitional Objectives:

1. To encourage students to commit themselves to the lifelong task of developing, understanding, incarnating, and communicating the sum and substance of the Biblical world view to every area of thought and life as the truth for which they are willing to live and die (Kierkegaard).
2. To help students recognize the biblical worldview as the key to self-understanding and personal integration and as the means of orienting themselves in human history and in the world and culture of which they are a part.

D. Transformative Goal: to be changed in the root of your being and in the fruit of your life!

May this course do for you what the reading of Cicero's book *Hortensius* did for the great St. Augustine at the age of nineteen:

"In the ordinary course of study, I fell upon a certain book of Cicero, whose speech almost all admire, not so his heart. This book of his contains an exhortation to philosophy, and is called *Hortensius*. But this book altered my affections, and turned my prayers to Thyself, O Lord; and made me have other purposes and desires."

St. Augustine, *Confessions*, III. IV.

IV. Course Requirements, Grading, and Teaching Methods

"Reading maketh a full man;
Conference [conversation] a ready man;
Writing an exact man!"
—Francis Bacon, *Of Studies*

A. Course Requirements:

1. Reading (25%): You are required to read the following textbooks and several miscellaneous handouts assigned periodically throughout the semester. The material must be read in its entirety to receive credit and each reading report is worth 5% of your total grade. You will report on whether or not you have completed the assigned readings on the following dates:

- **Reading Report #1:** Oct 18 — *Creation Regained; For the Life of the World*
- **Reading Report #2:** Nov 1 — *Christ and Culture*
- **Reading Report #3:** Nov. 8 — *Fabric of Faithfulness*
- **Reading Report #4:** Nov. 22 — *Fit Bodies, Fat Minds; Idea of Christian College*
- **Reading Report #5:** Dec. 6 — *Fabric of this World; Wandering Toward Altar*

2. Interview of a Christian leader on a Christian worldview: (5%): DUE Sept. 13. You are to interview a Christian leader (pastor, college or youth minister, missionary, etc.) and ask them about his or her understanding of a Christian worldview. Questions should include but are not limited to the following: (1) what is a worldview and what is a Christian worldview; (2) what is the content of a Christian worldview (3) do you make a distinction between things sacred and eternal and things secular and temporal? If so, what is the nature of this distinction? (4) Define or explain what worldliness is. (5) How important is it for Christians to have a Christian worldview? Ask any other question you deem relevant. Identify at least by position, if not name, the person you interview and why you chose that person. Write up the results of your interview and your evaluation of what your interviewee said in a 4-5 page, double-spaced, word-processed paper.

3. What is the Christian Worldview? (15%). DUE Oct 18. This is one of the most important and foundational papers in this course, may be in your entire college career! You are to present and discuss the essential ideas of worldview, creation, fall, redemption, structure and direction as set forth in the textbook by Albert Wolters, *Creation Regained: Biblical Basics for a Reformational Worldview*. The goal of this paper is comprehension, explanation, and synthesis of these themes as set forth in this book. You should include a final statement in your paper on how these ideas have changed your understanding of the content of Christianity, if at all. 10 pages, word processed, double-spaced.

4. Reflections on moral/spiritual formation — OR — A vision for your college education (10%): Choose **one** of these two possible assignments. **Option #1:** A discussion of the basic themes in Steve Garber's book, *The Fabric of Faithfulness, and how they apply to your life and education and parenting*. DUE: Nov. 10. **Option #2:** set forth your vision for your college education based on the reading of Os Guinness' book *Fit Bodies, Fat Minds* and Arthur Holmes, *The Idea of a Christian College*. This paper should include a brief discussion of the problem of evangelical anti-intellectualism, the theological basis for education, the nature of liberal arts, and what you plan to do about all this! Either paper should be word-processed, double-spaced, five pages. DUE Nov. 22.

5. The Doctrine of Calling and Your Vocation — OR — Reflections on Wandering Toward the Altar: The Decline of American Courtship (10%): Choose **one** of these two possible assignments. **Option #1:** Write a paper consisting of reflections on the history of work and the protestant biblical doctrine of work and vocational calling, including what you think your calling/s is/are in light of these important concepts. **Option #2:** Write a paper setting forth your insights and responses to the content of the tapes on courtship and marriage and their practical applications in your life. Either paper should be word-processed, double-spaced, five pages. DUE Dec. 6.

6. Midterm and Final Examinations (35%): A mid-term exam on Nov 1 will consist of objective questions on selected issues from the books by Niebuhr, and Schmemmann. A final exam will consist of objective questions on selected issues from the books by Garber, Guinness, Holmes, and Hardy. Wednesday, Dec. 13, 5: 15-7: 15 pm. Each is worth 17.5% of your total grade.

B. Grading:

- A- = 90-93; A = 94-97; A+ = 98-100 % **Excellent:**
Excellent = top notch, superior, first rate/class, exceptional, superlative; paper and tests; class attitude, attendance, note taking, participation, posture, interest, etc.
Comprehensive excellence is needed for a superlative grade in this course.
- B- = 80-83; B = 84-87; B+ = 88-89%: **Above average**
- C- = 70-73; C = 74-77; C+ = 78-79%: **Average**

Average = mediocre, commonplace, ordinary, passable, fair, run-of-the-mill, tolerable, so-so, mid point between extremes of excellence and failure.

- D- = 60-63; D = 64-67; D+ = 68-69%: **Below average**
- F = 59% and below: **Failure**—Omission or lack of satisfactory performance of action or task, inadequate, unsuccessful, inferior, impassable, etc.

SPECIAL NOTE: NO EXTRA CREDIT WILL BE GIVEN IN THIS CLASS AND NO LATE WORK WILL BE ACCEPTED, EXCEPT FOR EMERGENCY SITUATIONS.

C. Teaching Methods: Lecture, Q & A, open discussions, audio-video tapes, film, etc.

V. Handouts: The handouts for this class will be distributed in class. Also, they are available on my website as well (www.dbu.edu/naugle) under the button labeled courses.

VI. Textbooks and Resources:

Steven Garber, *The Fabric of Faithfulness: Weaving Together Belief and Behavior During the University Years*. Downers Grove: InterVarsity Press, 1996. Abbreviation: FF

Os Guinness, *Fit Bodies, Fat Minds: Why Evangelicals Don't Think and What To Do About It*. Grand Rapids: Baker Books, Hour Glass Books, 1994. Abbreviation: FBFM

Lee Hardy, *The Fabric of this World: Inquiries into Calling, Career Choice and the Design of Human Work*. Grand Rapids: William B. Eerdmans Publishing Company, 1990. Abbreviation: FW

Arthur Holmes, *The Idea of the Christian College*. Revised edition. Grand Rapids: William B. Eerdmans Publishing Company, 1987. Abbreviation: ICC

H. Richard Niebuhr, *Christ and Culture*. New York: Harper Torchbooks, 1951. Abbreviation: CC

Francis A. Schaeffer, *Art and the Bible*. Downers Grove: InterVarsity Press, 1973. Abbreviation: AB.

Alexander Schmemmann, *For the Life of the World: Sacraments and Orthodoxy*. Crestwood, New York: St. Vladimir's Seminary Press, 1963, 1974. Abbreviation: FLW

Albert Wolters, *Creation Regained: Biblical Basics for A Reformational Worldview*. Grand Rapids, MI: Eerdmans, 1985. Abbreviation: CR

Mars Hill Audio Report: *Wandering Toward the Altar: The Decline of American Courtship*
Order from Mars Hill Audio @ 1.800.331.6407 (\$17.00 including shipping and handling)

VII. Tentative Course Schedule

Class #	Date	Subject	Assignments
1	Aug 23	<i>Intro to the Course What is a Worldview</i>	CR 1
2	Aug 30	<i>Creation</i>	CR 2
3	Sept 13	<i>Fall</i>	CR 3; Interview due

4	Sept 20	Redemption	CR 4
5	Sept 27	Structure/Direction	CR 5
6	Oct 11	Sacramental Perspective	FLW, chp. 1, Appendix
7	Oct 18	Christ and Culture	CC, chps. 1-3 WV paper due; RR1
8	Oct 25	Christ and Culture	CC, chps. 4-6
9	Nov 1	Mid-Term Exam Moral and Spiritual formation	RR 2 FF, chps. 1-2
10	Nov 8	Moral and Spiritual formation	FF, chps. 3-8; RR3
11	Nov 15	Christian Anti-intellectualism	FBFM (whole book)
12	Nov 22	Christian Mind/Higher Education	ICC, chps. 1-5, 7, 9 Paper 3; RR 4
13	Nov 29	Vocation and Calling	FW, chps 1-3
14	Dec 6	Marriage and Family	Wandering Toward Altar Paper 4; RR 5
15	Dec. 13 Mon.	Final Exam 5:15 — 7: 15 p.m.	

Note Well: Final exam for graduating seniors will be Friday, December 10.

Ideas are dangerous, but the man to whom they are least dangerous is the man of ideas. He is acquainted with ideas, and moves among them like a lion-tamer. Ideas are dangerous, but the man to whom they are the most dangerous is the man of no ideas. The man of no ideas will find the first idea fly to his head like wine to the head of a teetotaler.
—G. K. Chesterton, *Heretics*.

Bibliography: Foundations of a Christian World View

- Bandow, Doug. *Beyond Good Intentions: A Biblical View of Politics*. Turning Point Christian World View Series, Wheaton: Crossway Books
- Barcus, Nancy. *Developing a Christian Mind*. IVP, 1977.
- Beisner, E. Calvin. *Prospects for Growth: A Biblical World View of Population Control, Resources and the Future*. Turning Point Christian World View Series, Wheaton: Crossway Books
- Beisner, E. Calvin. *Prosperity and Poverty: The Compassionate Use of Resources in a World of Scarcity*. Turning Point Christian World View Series, Wheaton: Crossway Books
- Billingsley, K. L. *The Seductive Image: A Christian Critique of the World of Film*. Turning Point Christian World View Series, Wheaton: Crossway Books
- Blamires, Harry. *Recovering the Christian Mind: Meeting the Challenges of Secularism*. IVP, 1988.
- _____. *Recovering the Christian Mind: Meeting the Challenge of Secularism*. IVP.
- _____. *The Christian Mind: How Should a Christian Think?* Servant Press.
- Chesterton, G. K. *Orthodoxy*. Doubleday, 1959 [1908].
- Clark, Gordon. *A Christian View of Men and Things*. Baker, 1957.
- Curry, Dean C. *A World Without Tyranny: Christian Faith and International Politics*. Turning Point Christian World View Series, Wheaton: Crossway Books
- Dooyeweerd, Herman. *Roots of Western Culture: Pagan, Secular, and Christian Options*. Wedge, 1979.
- _____. *A New Critique of Theoretical Thought*. 4 vols. Presbyterian and Reformed, 1953.

_____. *In the Twilight of Western Thought*. Craig Press, 1968.

Dyrness, William A. *Let the Earth Rejoice: A Biblical Theology of Holistic Mission*. IVP, 1983.

Eliot, T. S. *Christianity and Culture*. Harcourt, Brace and World, 1949.

Ellul, Jacques. *The Presence of the Kingdom*. Seabury, 1967 [1951].

Frey, Bradshaw, et. all. *All of Life Redeemed*. Paideia, 1983.

Geisler, Norman L. and William D. Watkins. *Worlds Apart: A Handbook on World Views*. Second Edition. Baker, 1989.

Geisler, Norman L. *Is Man the Measure? An Evaluation of Contemporary Humanism*. Baker Books, 1983.

Goudzwaard, Bob. *Idols of our Time*. IVP, 1984.

Guinness, Os. *The American Hour: A Time of Reckoning and the Once and Future Role of Faith*. Free Press, 1993.

_____. *The Dust of Death*. IVP, 1973.

_____. *The Gravedigger Files: Papers on the Subversion of the Modern Church*. IVP, 1983.

Hart, Hendrick. *Understanding Our World: Toward an Integral Ontology*. Univ. Press of America, 1984.

Hoffecker, Andrew W. and Gary Scott Smith. *Building a Christian World View*. 2 vols. Presbyterian and Reformed, 1986, 1988.

Holmes, Arthur. *All Truth is God's Truth*. IVP, 1983 [1977].

_____. *Contours of a World View*. Eerdmans, 1983.

Houston, James M. *I Believe in the Creator*. Eerdmans Publishing Company, 1980.

Howard, Thomas. *Evangelical is not Enough*. Thomas Nelson, 1984.

Kearney, Michael. *World View*. Chandler and Sharp, 1984.

Kreeft, Peter. *Heaven: The Heart's Deepest Longing*, Ignatius Press, 1989.

_____. *Love is Stronger than Death*. Ignatius Press, 1992.

_____. *Three Philosophies of Life: Ecclesiastes, Job, Song of Songs*. Ignatius Press, 1989.

Kuyper, Abraham. *Lectures on Calvinism*. Eerdmans, 1983.

Ladd, George Eldon. *The Pattern of NT Truth*. Eerdmans, 1968.

_____. *A Theology of the NT*. Eerdmans, 1974.

Lewis, C. S. *Mere Christianity*. Macmillan, 1952.

_____. *Christian Reflections*. Eerdmans, 1967.

_____. *God in the Dock: Essays in Theology and Ethics*. Eerdmans, 1970.

_____. *Screwtape Letters and Screwtape Proposes a Toast*. Macmillan, 1959.

_____. *The Pilgrims Regress*, Eerdmans, 1958 [1933].

Lockerbie, Bruce. *The Cosmic Center*. Eerdmans, 1977.

Macauley, Ranald, and Jeram Barrs. *Being Human: The Nature of Spiritual Experience*. IVP, 1978.

Middleman, Udo. *Pro-exist-ence*. IVP, 1974.

Myers, Kenneth A. *All God's Children and Blue Suede Shoes: Christians and Popular Culture*. Turning Point Christian World View Series, Wheaton: Crossway Books

Naugle, David K. *Worldview: The History of a Concept* (Grand Rapids: Eerdmans 2002).

Niebuhr, H. Richard. *Christ and Culture*. Harper and Row, 1963.

Olasky, Marvin and Susan. *More Than Kindness: A Compassionate Approach to Crisis Childbearing*. Turning Point Christian World View Series, Wheaton: Crossway Books

Olasky, Marvin, and Herbert Schlossberg. *The Turning Point: A Christian World View Manifesto*. Thomas Nelson, 1987.

Olasky, Marvin, H. Schlossberg, H., Berthoud, P., Pinnock, C., *Freedom, Justice, and Hope: Toward a Strategy for the Poor and the Oppressed*, Turning Point Christian World View Series, Wheaton: Crossway Books.

Olasky, Marvin. *Prodigal Press: The Anti-Christian Bias of the American News Media*, Turning Point Christian World View Series, Wheaton: Crossway Books

Orr, James. *The Christian View of God and the World*. Kregel 1989 [1887].

Packer, J. I. and Howard, Thomas. *Christianity: The True Humanism*. Word, 1984.

Piper, John. *Desiring God: Meditations of a Christian Hedonist*. Multnomah, 1986.

Schaeffer, Francis A. *A Christian Manifesto*. Crossway Books, 1981.

Schlossberg, Herbert. *Idols for Destruction: Christian Faith and its Confrontation with American Society*. Thomas Nelson, 1985.

Schaeffer, Francis. *He is There and He is not Silent*. Tyndale, 1972.

_____. *The God who is There*. IVP, 1968.

- Schmemmann, Alexander. *For the Life of the World*. St. Vladimir's Seminary Press, 1973.
- Sire, James. *The Universe Next Door: A Basic World View Catalog*. Revised and updated. IVP
- Smart, Ninian. *Worldviews: Crosscultural Explorations of Human Beliefs*. Scribners, 1983.
- Stott, John. *Your Mind Matters*. IVP, 1972.
- Snyder, Howard. *The Community of the King*. IVP, 1977.
- Veith, Gene E. *Loving God with All Your Mind: How to Survive and Prosper as a Christian in the Secular University and Post Christian Culture*. Cornerstone Books.
- Veith, Gene Edward. *Reading Between the Lines: A Christian Guide to Literature*. Turning Point Christian World View Series, Wheaton: Crossway Books
- Veith, Gene Edward. *State of the Arts: From Bezalel to Mapplethorp*. Turning Point Christian World View Series, Wheaton: Crossway Books
- _____. *The Discipleship of the Mind: Loving God with all the Mind*. IVP.
- Wilson, Douglas. *Recovering the Lost Tools of Learning: An Approach to Distinctively Christian Education*. Turning Point Christian World View Series, Wheaton: Crossway Books
- Wolters, Albert. *Creation Regained: Biblical Basics for a Reformational World View*. Eerdmans, 1985.
- Wolterstorff, Nicholas. *Until Justice and Peace Embrace*. Eerdmans, 1984.
- _____. *Reason within the Bounds of Religion*. Eerdmans, 1984.

Classroom Policies and Procedures

I. Absences and Tardiness

- Students are expected to come to class regularly and be on time.
- Each student is allowed a maximum of three unexcused absences for MWF classes, and two unexcused absences for TTh classes per regular long semester without grade penalty. This number will be calculated proportionately for other semesters (short summer and winter terms, long summer and winter, mini terms, etc.). According to the DBU catalog, students cannot miss over 25% of classes & pass the course.
- Additional unexcused absences and habitual tardiness will result in a **significant grade reduction** which will be determined at the discretion of the professor. No credit is given for attendance, but excessive absences can be the basis for lowering the final grade at the discretion of the professor.
- Excused absences must be approved by the professor; in some cases, a note from a proper authority may be required. Students who will be away from class for an extended period of time (e.g., for emergencies, medical problems, military service, varsity sports, work related matters, etc.) are expected to notify and explain the situation to the professor. Failure to do so may result in grade reduction.

II. Papers, Tests, Printers, and Academic Misconduct

- Students are expected to turn assigned work in on time, that is, during the class period for which it is assigned. Late papers (essays, term themes, etc) will not be accepted, **unless there is a real emergency justifying the tardiness of the paper**. The professor must approve such emergencies.
- Students are also expected to take tests on the day they are assigned. In case of a *real* emergence (*severe* illness, accident, etc.), a student may take a test late without penalty (a note from a proper authority may be required to verify the emergency). Otherwise, no make up tests will be given.
- **Papers will not be accepted that are printed with a used, worn out ribbon that renders the paper virtually unreadable.** Students are responsible for having their paper printed in such a way that the words are clear, dark, and clearly discernible.

- Incidents of cheating, plagiarism (presenting someone else's work as your own), collusion, abuse of resource materials, and computer misuse will be dealt with according to the guidelines in the DBU catalog and current schedule of classes.

The faculty member endorses the University Honor Code and abides by the University's Academic Appeal and Academic Misconduct Procedure as stated in the Student Handbook and the Schedule of Classes.

III. Miscellaneous Policies:

- **Financial Aid:** Students who are receiving federal, state, or institutional financial aid who withdraw or add hours during the semester may have their financial aid adjusted because of the withdraw or addition. This change in schedule may affect the aid they are receiving during the current semester, and could affect their eligibility for aid in the future.
- **Disabilities:** The student has the responsibility of informing the Associate VP for Student Affairs at 214.333.5134 of any disabling condition, which will require modifications to avoid discrimination. DBU provides academic adjustments and auxiliary aid to individuals with disabilities as defined under law, who are otherwise qualified to meet the institution's academic requirements. It is the student's responsibility to initiate any request for accommodations. Required documentation must be provided before the university can make accommodations.
- **Posting of Final Grades:** Final course grades provided to a student by a faculty member may not be relied upon as official. Students may access their official final grades online through the WebAdvisor System. The Registrar's Office will only mail grades to a student upon request. Official grades can be obtained online at <http://webreg.dbu.edu/>. The DBU undergraduate and graduate catalogs state that all accounts must be paid in full before a student can receive a grade. According to FERPA, faculty may not provide final grade information to students via telephone, email, posting or any other source which may compromise student confidentiality.

Minor children of DBU students are not permitted to attend class with their parents. Furthermore, minor children may not be unaccompanied by any location or property where DBU classes are taught. If a minor child is brought to the DBU campus or any location where DBU classes are taught, the child must be accompanied by an adult at all times. For their safety and welfare, unaccompanied children on the DBU campus will be escorted to the Campus Safety Security Office and the parents or guardians will be summoned to pick them up immediately.

Cell phone policy: classroom disruption by cell phones or other electronic devices is prohibited. All cell phones and similar electronic devices must remain turned off and out of sight for the duration of class. Electronic devices utilized in a learning context, such as laptops and language interpreters may be permitted at the professor's discretion. A student may face a zero and or failure in the class if an electronic device is used for cheating during a test. Cheating at DBU is not tolerated and may result in expulsion.

Senior Grades. It is the responsibility of the student to notify the instructor if he or she is graduating this semester. Final exams for graduating seniors will be given on the Friday the last week of class. Final grades are due in the Registrar's Office by noon on the following Monday. These grades are final. The instructor will not submit late grades for graduates nor change grades once they are submitted.

IV. Classroom Attitude and Demeanor

Students are expected to exemplify proper classroom behavior, attitudes, and etiquette including such things as:

- **Sitting up straight**, Listening attentively, **Taking notes**, Remaining focused, Doing your very best, Participating enthusiastically

Students are not allowed to:

- Talk or chatter disruptively, slouch or take a nap, **Work on material for other classes while class is in session**, **Read extraneous material while class is in session** (Newspaper, Sports Illustrated, Cosmo, etc.)

Based on your instructor's personal judgment, **Final Grades** will be influenced by how well students comply with the above attitudes and expected behavior. Remember: you are no longer in middle school or high school! When controversial topics are being discussed in class, before you speak out, you should (1) make sure you understand the ideas being presented, (2) learn something from them, (3) and then learn how to criticize them constructively and with civility. Also, make sure comments or questions **pertain to the subject matter** under consideration.

V. The New GPA Grading System:

A+.....	4.00	A	4.00	A-	3.67
B+.....	3.33	B	3.00	B-	2.67
C+.....	2.33	C	2.00	C-	1.67
D+.....	1.33	D	1.00	D-	0.67
F	0.00				