

**Syllabus for the  
2001 Summer Faculty Institute in  
Christian Scholarship  
Dallas Baptist University**

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*“What is education? ... Education is simply the soul of a society as it passes from one generation to another. ... What we need is to have a culture [soul] before we hand it down. In other words, it is a truth, however sad and strange, that we cannot give what we have not got, and cannot teach to other people what we do not know ourselves.”*  
—G. K. Chesterton

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### **I. Institute Objectives**

- A. Content objective:** To deepen our comprehension of “the best that has been said and done” (M. Arnold) concerning the Western and Christian intellectual and educational traditions through a careful reading and discussion of selected texts that contain and convey this tradition.
- B. Personal objective:** To ask and allow God the Holy Spirit to use our reading and discussion of these texts in the (hopefully!) stimulating environment of a Christian learning community to invigorate our thinking about, transform our identities in, and shape the practice of our vocations as Christian scholars and teachers.
- C. Institutional objective:** To explore in a creative and imaginative way the implications and applications of our reading, discussion, and personal engagement with the content of our summer study on the vision, nature and practice of Christian scholarship at Dallas Baptist University.

### **II. Weekly Institute Activities**

- A. Reading:** Each seminar fellow must read as carefully and as completely as possible the books and collateral readings assigned for each seminar session.

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*“Altogether, I think we ought to read only books that bite and sting us. If the book we are reading doesn’t shake us awake like a blow on the skull, why bother reading in the first place?  
... A book must be the axe for the frozen sea within us. That is what I believe.”*  
Franz Kafka, *Letter to Oskar Polak*

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- B. Writing:** Each seminar fellow will write two or three pages of reflections on the reading assigned for each seminar session. These reflections will be turned in and I will interact with your written work on a weekly basis (Warning: I may read really insightful comments to the class!). Content suggestions for your weekly writing assignments include the following:

- Discuss three to five pivotal themes, ideas or insights.
- Reflect on the discovery of things you never knew before.
- Present crucial quotes and offer commentary upon them.
- Summarize or outline the argument of a section of material (short or long).
- Offer positive and negative criticisms of a work, perhaps in the form of a book or literature review.
- Submit a personal journal entry containing reflections, questions, insights, applications, ruminations, etc.
- Write a component to your vision for your work as a Christian scholar or for DBU as a Christian institution of higher education.
- Write out a series of questions inspired by the text and possibly even some answers to your own questions.
- Create an imaginative dialogue, very short story, fairy tale , musical composition, art work, or poem that illustrates the ideas in the text.
- Combine one or more of the above ideas in a single journal entry.

**C. Discussing:** On the basis of your reading and written work, we will spend most of our time each week in intensive conversation over the material assigned for each seminar session.

### III. Institute Seminar Format and Nature

#### A. Weekly seminar format:

- Morning devotion and prayer (various)
- Introductory lecture presentation (Dr. Naugle)
- Seminar conversation
- Fifteen minute break beginning at 10: 00 am
- Seminar conversation continued
- Summary of issues (Dr. Naugle)
- Personal applications
- Institutional implications
- Brief orientation to next week's discussion (Dr. Naugle)
- Conclude sharply at 12 noon
- Special Institute lunches provided on May 24 and August 2

#### B. Seminar nature (see appendix)

### IV. Institute Project

**A. Project:** Seven groups of two faculty fellows each will work together to research and write an in-depth scholarly paper developing a major theme

or category in our institute's course content. These seven papers will then be presented in the fall 2001 Friday Symposium.

**B. Purposes:** Four purposes undergird this project: (1) It will give each of us an opportunity to think more deeply and articulate more carefully our ideas on a particularly important topic related to Christian scholarship and education; (2) It will give us the opportunity to deepen our collegiality by working together in community on a scholarly project involving intensive reading, research, writing, conversation, and the public presentation of the academic product; (3) It will give us the opportunity to enhance the process of building an intellectual culture and setting in place time-honored theological, liberal, moral, academic, and epistemological traditions among the DBU faculty, administration, students, and staff; (4) It will give us the opportunity to share the fruit of our summer's labor with the DBU community as a whole with a view to institutional influence.

**C. Categories:** I have chosen the seven following categories to address in our research and writing projects (the author's names in parentheses are particularly relevant to the designated topic):

- The biblical, theological, and spiritual foundations for Christian higher education—Christian worldview (Wolters)
- Christianity and culture: how a Christian university ought to relate to the world (Wolters, Luther, Milton, Puritans, etc.)
- Christian liberal arts education (Plato, Augustine, Luther, Milton, Puritans, Newman, Sayers)
- Christian moral education (Lewis)
- A model of the Christian academic vocation (Schwehn, Marsden, Sire)
- Spiritual and learning communities and the moral and intellectual virtues (Palmer, Schwehn, Sire, etc.)
- Christian epistemology: what is knowledge, teaching, and learning really all about? (Schwehn, Palmer, Polanyi)

**D. Fall 2001 Friday Symposium Presentations:** We will present our completed research projects in the Fall 2001 Friday Symposium.

**E. Due Date for your project:** Whenever your Friday Symposium presentation is scheduled! You *DO NOT* have to have this project done by the end of our seminar in August!

## V. Institute Reading Schedule

<i>Date:</i>	<i>Main Reading</i>	<i>Collateral Reading</i>
May 24	Albert Wolters, <i>Creation Regained:</i>	Alexander Schmemmann

	<i>Biblical Basics for a Reformational Worldview</i> Opening luncheon!	<i>For the Life of the World</i> chp. 1
May 31	Plato, <i>Republic</i> , books, 2, 3, 7	Handout: The Greek concept of <i>paideia</i>
<hr/> <p><i>"Therefore, in reading profane authors, the admirable light of truth displayed in them should remind us, that the human mind, however much fallen and perverted from its original integrity, is still adorned and invested with admirable gifts from its Creator."</i> —John Calvin, <i>The Institutes of the Christian Religion</i></p> <hr/>		
June 7	Augustine, <i>De Doctrina Christiana On Christian Teaching</i> , Books 1 & 2	Handout: Intro to DDC
June 21	Augustine, <i>De Doctrina Christiana On Christian Teaching</i> , books 3-4	Dorothy Sayers, "Lost Tools of Learning"
June 28	Martin Luther, "To All The City Councilmen of Germany That They Establish and Maintain Christian Schools"	Leland Ryken, "The Puritan Vision of Education"; John Milton "Of Education"
July 5	John Henry Newman, <i>The Idea of a University</i> , intro material and pp. 1-164	
July 12	C. S. Lewis, <i>The Abolition of Man</i>	A. J. L. Menuge, "Just Sentiments" (essay on <i>AM</i> )
July 19	Mark Schwehn, <i>Exiles from Eden: Religion and the Academic Vocation in America</i>	Max Weber, "Scholarship as Calling"
July 26	Parker Palmer, <i>To Know as We are Known: A Spirituality of Education</i>	Mars Hill Audio: "The Life and Thought of Michael Polanyi"
August 2	George Marsden, <i>The Outrageous Idea of Christian Scholarship</i> or James W. Sire, <i>Habits of the Mind: Intellectual Life as a Christian Calling</i> Concluding Luncheon!	

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*Reader's Prayer:*

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*Leave me not, O Gracious Presence, in such hours as I may today devote to the reading of books. . . . Guide my mind to choose the right books and, having chosen them, to read them in the right way. When I read for profit, grant that all I read may lead me nearer to Thyself. When I read for recreation, grant that what I read may not lead me away from Thee. Let all my reading refresh my mind that I may more eagerly seek after whatsoever things are pure and fair and true."*

*John Baillie, A Diary of Private Prayer*

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**VI. Institute Instructor** (Just in case you need to get in touch with me)

Dr. David (Davey) Naugle  
611 West Camp Wisdom Rd.  
Duncanville, Texas 75116  
972.780.0626 (home)  
214.333.5248 (work)  
d1naugle@aol.com (home)  
davey@dbu.edu (work)  
Out of town June 8-20 and July 21-28

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## **Appendix: The Seminar**

### **Definition of ‘Seminar’**

1. A small group of advanced students in a college or graduate school engaged in original research or intensive study under the guidance of a teacher who meets regularly with them to discuss their reports and findings. A course of study so pursued. A scheduled meeting of such a group. 2. A meeting for an exchange of ideas; a conference, a conversation on salient intellectual topics.

### **What the seminar mode of teaching and learning is not:**

1. It is not primarily focused on the teacher.
2. It is not primarily for the purpose of dispensing information, filling the empty minds of students with the contents of the mind of the teacher.
3. It is not primarily a rigorously didactic situation where the teacher lectures.
4. It is not primarily a note-taking situation, though students will want to write down important things discussed in class.
5. It is not typically a test-taking educational environment, for students in this context learn through intensive reading, discussion, research and writing.
6. The classroom is not arranged in a typical setting, with teacher up front and students lined up in desks in rows; rather desks are in a circle, square, or rectangle to facilitate face to face interaction.

### **What the seminar mode of teaching and learning is:**

1. It is a community of mutual learners, teacher included, where each participant is a vital component and contributing member of the studying, teaching, and learning process.
2. It is a community of learning in which the teacher serves as a guide, coach, facilitator and mentor for students in the learning process.
3. It is an education setting that employs the Socratic method called *maieutics* so that through the reading of texts, questions and answers, discussion, and debate, truth is born in the minds and hearts of each participant.

4. It is an educational environment that creates a bond of mutual respect student to student, student to teacher, and teacher to student.
5. It is a classroom situation that absolutely depends for its success on the faithful, weekly preparation of each member of the learning community, requiring that all read the material well, respond with questions and insights, and come prepared to engage fellow classmates in constructive dialogue.
6. It is an education situation that employs and improves the liberal arts of reading, writing, thinking, speaking, understanding, etc.

**2001 Summer Seminar in Christian Scholarship  
Dallas Baptist University  
Fellows Information Sheet:**

(Please fill out and return to Dr. Naugle through campus mail ASAP  
or bring with you the first day of our seminar)

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Phone#s: \_\_\_\_\_

E-ddresses: \_\_\_\_\_

Discipline and academic interests: \_\_\_\_\_

Anticipated absences: \_\_\_\_\_

Any other important personal information: \_\_\_\_\_

1. How do you hope to benefit from this summer institute on Christian scholarship?  
What would you like to learn in particular?

2. What suggestions, ideas, proposals, recommendations would you like to make  
regarding the content or conduct of our summer seminar?

3. Do you have anything else that you would like to communicate with me about our  
summer seminar? The floor is yours!

