

SYLLABUS FOR PHILOSOPHY 2303
INTRODUCTION TO WORLD VIEWS
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I. DBU Catalog Description:

An introduction to the nature, definition, and importance of world views in general and to basic world view systems in particular (e.g., theism, deism, naturalism, pantheism). This course will highlight the importance of thinking "worldviewishly" by giving special attention to the role of assumptions and presuppositions in the academic disciplines, in the diversity of cultures, and in personal life. Fall.

II. Course Data:

Professor: Dr. David Naugle
Days and Time and place: MWF, 8: 00-8:50 am; Strickland ____
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Office and Office Hours: Strickland 213; MWF Afternoons, 1: 30 pm 'til 5: 00 pm.

III. Course Objectives

There are three marks to 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 state precisely the definition, nature, and history of the concept of world view itself as evidenced in written assignments, class discussions, and course examinations.
2. To understand the content of various world view systems and how they have developed throughout the course of Western history from theism to deism to atheism to nihilism to existentialism to new age and postmodernism as evidenced in written assignments, class discussions, and course examinations.
3. To comprehend the content of the biblical Christian world view in particular (creation, fall, redemption) and its response to modernity and postmodernity as evidenced in written assignments, a research paper, class discussions, and course examinations.
4. To learn to think "worldviewishly" or presuppositionally through the recognition of pretheoretical assumptions and un/sub/conscious commitments which determine the outlook, thought, and action of individuals and cultures as demonstrated by means of class discussion, written work, the analysis of "texts," and course examinations.
5. To grasp how worldviews are expressed in film and music, to learn how to watch films and listen to music with worldview wisdom and discernment.

B. Emotional Objectives:

1. To develop a deep appreciation for the fact that the formation and development of a coherent understanding of reality through worldview is a natural and essential characteristic of human beings.
2. To appreciate that "to think intelligently today is to think, to come to grips with the mosaic of meaning systems that make up modern thinking" (Os Guinness). To understand the fundamental issues of our times—whether they be social, moral, economic, political, religious, etc.—requires a comprehension of the underlying world view assumptions that produce the various outlooks and positions. To live with awareness, compassion, and tolerance (not of error, but of people) in a global, multi-cultural, pluralistic context also requires an understanding of the diversity of religious, ideological, cultural, and personal perspectives. An understanding of worldviews will give you this kind of wisdom in our challenging and changing environment.
3. To heighten your awareness of the importance of worldviews at the personal level. To be fully conscious intellectually, emotionally, and volitionally, you should not only be able to detect the world views of others, but be keenly aware of your own, what you believe and why, especially amid alternative perspectives clamoring for your allegiance. In this sense, personal worldview awareness is a major step to self-knowledge and self-understanding (J. Sire).

C. Volitional Objectives:

1. To enable students to comprehend themselves and their own worldview orientation in the light of the history of worldview development and in their present multi-cultural, pluralistic context so as to live sympathetically and yet critically by means of a knowledge of the ideas and belief systems from which the policies and politics of communities and nations are deduced.
2. To encourage students to greater self-knowledge and self-understanding by challenging and inspiring them to pursue the indispensable, lifelong task of discovering, developing, and deepening their world and life view through the input of their educational careers and the sum total of their life and learning experiences.

D. Transformative Goal: 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 St. Augustine at age 19:

"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 three textbooks in their entirety; chps 1-4 only of *Truth is Stranger*. Each assignment must be read in its entirety to receive credit, and is worth 10% each. You will report whether or not you have read them with a simple yes or no on the following dates:

Oct. 22: *The Universe Next Door*, chps 1-8, 10; *Hollywood Worldviews*, preface, intro, chps 1-2, 3, 5 - 10%

Nov. 3: *Transforming Vision*, chps 6-9 plus handouts - 5%

Dec. 10: *Truth is Stranger Than It Used To Be*; *Hollywood Worldviews*, chp 4-5, 6-8 - 10%

2. **Personal Inventory and Interview (10%): Due Sept. 17.** As an introductory exercise, you must take the seven worldview questions found in Sire, pp. 20-21 and conduct a personal worldview inventory on yourself and another person. Answer each question honestly in about a half a page on your own (3 pages total) without any outside help or assistance. Next, conduct an interview with preferably a non-christian, someone you don't know very well, and someone who has never been in one of Dr. Naugle's classes. Ask them the same seven worldview questions and write up their answers as well (3 pages). You may want to use a tape recorder to help you remember what they say! If you or your interviewee does not know how to answer a particular question, go on to the next one. Do your best in grappling with the answers and getting them down on paper. Your paper, not to exceed 6 pages, must be word processed and double-spaced.

4. **The modern worldview (12.5%): Due Nov. 3.** On the basis of part 3 or chapters 6-9 in our text *The Transforming Vision*, write a paper on the nature and content of the modern worldview, that is, the worldview of modernity. 5-6 pages, word-processed, double-spaced, appropriate documentation.

5. **The postmodern worldview (12.5%): Due Dec. 1.** On the basis of part 1 or chapters 1-4 of our text *Truth is Stranger than it Used to be*, and chp 9 of UND, write a paper on the nature and content of the postmodern worldview, that is, the worldview of postmodernity. 5-6 pages, word-processed, double-spaced, appropriate documentation.

6. **Examinations (40%):** Two tests will be given, a mid-term exam on *The Universe Next Door* (Oct. 22), and a final exam on *the modern and postmodern worldviews*, (Dec. 15, 8: 00 am til 10: 00 am). Each is worth 20% 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.

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

V. **Handouts:** The handouts for this class will be distributed in class.

VI. **Textbooks and Audio Materials**

- ❖ James Sire, *The Universe Next Door: A Basic World View Catalog*. third edition. Downers Grove: InterVarsity Press, 1997.
- ❖ Brian Walsh and J. Richard Middleton, *Transforming Vision: Shaping a Christian World View*. Downers Grove: InterVarsity Press, 1984.
- ❖ J. Richard Middleton and Brian Walsh. *Truth is Stranger Than It Used To Be: Biblical Faith in a Postmodern Age*. Downers Grove: InterVarsity Press, 1995.
- ❖ Brian Godawa, *Hollywood Worldviews: Watching Films with Wisdom and Discernment*. Downers Grove, IL: InterVarsity Press, 2002.

VII. **Tentative Course Schedule**

UND = *Universe Next Door*
 TV = *Transforming Vision*
 TS = *Truth is Stranger Than. . .*
 HWV = *Hollywood Worldviews*

Class #	Date	Subject	Assignments
1	Aug 25	Intro to the Course	
2	Aug 27	Intro to the Course?	
PART ONE: WHAT ARE WORLD VIEWS?			
3	Aug 29	What is a worldview?	UND chp 1
4	Sept 3	What is a worldview?	TV chp 1
5	Sept 5	Sophie Scholl: Final Days (film)	HWV, Preface, Intro, Chps 1-2
PART TWO: WHAT ARE THE BASIC WORLD VIEWS?			
6	Sept 8	Christian theism	UND chp. 2
7	Sept 10	Christian theism	
8	Sept 12	Deism	UND chp. 3
9	Sept 15	Deism	
10	Sept 17	Naturalism	UND chp. 5; Interview due
11	Sept 19	Naturalism	
12	Sept 22	Nihilism	UND chp. 5
13	Sept 24	Nihilism	
14	Sept 26	Existentialism	UND chp 6
15	Sept 29	Existentialism	HWV chp 3
16	Oct 1	Eastern Pantheistic monism	UND chp 7
17	Oct 3	Eastern Pantheistic monism	
18	Oct 13	New Age	UND, chp 8, 10
19	Oct 15	New Age	
20	Oct 17	Catch up	HWV, chp 5
21	Oct 20	Catch up	
22	Oct 22	Mid Term	1st RR due

PART THREE: MODERNITY

23	Oct 24	<i>The Secular World View</i>	TV chp. 6-9
24	Oct 27	<i>The Secular World View</i>	
25	Oct 29	<i>The Gods of our Age</i>	
26	Oct 31	<i>The Gods of our Age</i>	
27	Nov 3	Modernity ppr due	2nd RR due

PART FOUR: POST-MODERNITY

28	Nov 5	<i>The Vanished Horizon</i>	UND, chp 9; HWV, chp 4
29	Nov 7	<i>The Vanished Horizon</i>	UND, chp 9
30	Nov 10	<i>The Crisis of our Times</i>	TS chp. 1;
31	Nov 12	<i>The Crisis of our Times</i>	
32	Nov 14	<i>Reality isn't What it Used to Be</i>	TS chp. 2
33	Nov 17	<i>Reality isn't What it Used to Be</i>	
34	Nov 19	<i>The Decentered Self</i>	TS chp. 3
35	Nov 21	<i>The Decentered Self</i>	
36	Nov 24	<i>They Don't Tell Stories Like...</i>	TS chp. 4
37	Nov 26	<i>They Don't Tell Stories Like...</i>	
38	Dec 1	Postmodern ppr due	

PART FIVE: Hollywood Worldviews & Music

39	Dec 3	<i>Hollywood Worldviews</i>	HW, chps 5, 6-8
40	Dec 5	<i>Hollywood Worldviews,</i>	HWV, Conclusion, Appendix
41	Dec 8	<i>Worldviews and music</i>	
42	Dec 10	<i>Worldviews and music</i>	3rd RR due
43	Dec 15 Monday	Final Exam 8: 00-10: 00 am	

Note Well: Final Exam for Graduating Seniors—Dec. 12

Bibliography: Foundations for World View Development

Barcus, Nancy. *Developing a Christian Mind*. IVP, 1977.

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Chesterton, G. K. *Orthodoxy*. Doubleday, 1959 [1908].

Dooyeweerd, Herman. *Roots of Western Culture: Pagan, Secular, and Christian Options*. Wedge, 1979.

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

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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.

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_____. *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.
- Kearney, Michael. *World View*. Chandler and Sharp, 1984.
- 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.
- _____. *The Pilgrims Regress*, Eerdmans, 1958 [1933].
- _____. *Screwtape Letters and Screwtape Proposes a Toast*. Macmillan, 1959.
- _____. *Christian Reflections*. Eerdmans, 1967.
- _____. *God in the Dock: Essays in Theology and Ethics*. Eerdmans, 1970.
- 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.
- Niebuhr, H. Richard. *Christ and Culture*. Harper and Row, 1963.
- Olasky, Marvin, and Herbert Schlossberg. *The Turning Point: A Christian World View Manifesto*. Thomas Nelson, 1987.
- 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.
- Schaeffer, Francis A. *A Christian Manifesto*. Crossway Books, 1981.
- _____. *He is There and He is not Silent*. Tyndale, 1972.
- _____. *The God who is There*. IVP, 1968.
- Schlossberg, Herbert. *Idols for Destruction: Christian Faith and its Confrontation with American Society*. Thomas Nelson, 1985.
- 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.
- Wolters, Albert. *Creation Regained: Biblical Basics for a Reformational World View*. Eerdmans, 1985.

Classroom Policies and Procedures

Dr. David Naugle

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**. Such emergencies must be approved by the professor.
- Students are also expected to take tests on the day they are assigned. In case of a *real* emergency (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.

III. Financial Aid, Disabilities, Posting of Final Grades, Graduating Students Grades, etc

- **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 future semesters.
- **Disabilities:** The student has the responsibility of informing the DEAN OF STUDENTS at 214.333.5101 of any disabling condition, for which the student will request course modification. 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. Required documentation must be provided before the university can make accommodations.
- **Final Course grades:** Final course grades provided to a student by a faculty member may not be relied on as official. Students may access their official grades online through the WebAdvisor System at <http://webreg.dbu.edu/>. The Registrar's Office will only mail grades to a student upon request. The DBU undergraduate and graduate catalogs state that all accounts must be paid in full before a student can receive transcripts. According to FERPA, faculty may not provide final grade information to students via telephone, email, posting, or any other source that may compromise student confidentiality.

Graduating Students Grades: It is the responsibility of the student to notify the instructor if he or she is graduating this current semester. Final exams for graduating students will be given the Friday of the regular final week of class. Final grades are due in the Registrar's Office by noon on the Monday before Commencement ceremonies the following week. These grades are final and cannot be changed. The instructor will not submit late grades for graduates nor change grades once they are submitted.

Children in classes and Unaccompanied Children: Minor children of DBU students are not permitted to attend class with their parents or guardians. Furthermore, minor children may not be unaccompanied at 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 Office and the parents or guardians will be summoned to pick them up immediately.

Mini-Term Syllabi: While this course is offered in the mini-term format, it is NOT a condensed version of the regular class. The content of this mini-term and the same course offered during the regular semester is comparable.

Honor Code: 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.

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:

- Dress immodestly (men or women) in pajamas or sloppily; 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.)

Phones and pagers and **laptops**:

Classroom disruptions by cell phones and other electronic devices are prohibited. All cell phones and similar electronic devices must remain turned off and out of sight for the duration of the class (except in emergency situations). Electronic devices utilized in a learning context, such as laptops and language interpreters may be permitted at the professor's discretion. **Laptops may be used for class note-taking ONLY. If a laptop is used for other purposes (like checking a Facebook or MySpace page), severe penalties will result.** 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.

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	No grades of D are awarded for graduate courses			