SYLLABUS FOR PHILOSOPHY 3304 & RELIGION 3394
CHRISTIAN WORLD VIEW

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: MWF 9:00-9:50 am, Strickland 216
Phone: Office (214) 333-5248; Home (972) 780-0626
E-dress: Office — dnaugle@dbu.edu; Home — d1Naugle@aol.com
Website: www.dbu.edu/naugle
Office Fax: 214-333-5577
Office and Office Hours: Strickland 213; MWF afternoons, 1:30-5:00 pm

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 worldview 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: Sept. 26 — Creation Regained; WV, chps 1, 3, 9
- Reading Report #2: Oct. 24 — Life of the World; Christ and Cult; WV, chp. 2
- Reading Report #3: Nov. 7 — Fabric of Faithfulness
- Reading Report #4: Nov. 26 — Fit Bodies, Fat Minds; Idea of Xn College
- Reading Report #5: Dec. 10 — Fabric of this World; Wandering Toward Altar
2. Interview of a Christian leader on a Christian worldview: (5%): DUE Sept. 15. 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 Sept. 26. 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 the 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 the film *The White Rose* — OR — A vision for your college education (10%): Choose one of these two possible assignments. **Option #1**: We will be watching the film *The White Rose* in class, and if you pursue this assignment, your task will be to discuss how this film illustrates the basic themes in Steve Garber's book, *The Fabric of Faithfulness*. 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. 26.

5. The Doctrine of Calling and Your Vocation — OR — Reflections on Wandering Toward the Altar: The Decline of American Courtship (10%): Either paper is DUE Dec. 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.

6. Midterm and Final Examinations (35%): A mid-term exam on Oct. 24 will consist of objective questions on selected issues from the books by Niebuhr, and Schmemann. A final exam will consist of objective questions on selected issues from the books by Garber, Guinness, Holmes, and Hardy. Wednesday, Dec. 17, 8:00 am till 10:00 am. 17.5% each.

**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, 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:

- 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

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<tr>
<th>Class #</th>
<th>Date</th>
<th>Subject</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug 25</td>
<td>Intro to the Course</td>
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<td>2</td>
<td>Aug 27</td>
<td>What is a Worldview?</td>
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<td>Aug 29</td>
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<td>5</td>
<td>Sept 5</td>
<td>Creation</td>
<td>CR 2</td>
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<td>6</td>
<td>Sept 8</td>
<td>Creation</td>
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<tr>
<td>7</td>
<td>Sept 10</td>
<td>Creation</td>
<td></td>
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<td>8</td>
<td>Sept 12 Fall</td>
<td>CR 3</td>
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<td>9</td>
<td>Sept 15 Fall</td>
<td>Interview due</td>
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<td>10</td>
<td>Sept 17 Fall</td>
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<td>11</td>
<td>Sept 19 Redemption</td>
<td>CR 4</td>
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<td>12</td>
<td>Sept 22 Redemption</td>
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<tr>
<td>13</td>
<td>Sept 24 Structure and Direction</td>
<td>CR 5</td>
<td></td>
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<tr>
<td>14</td>
<td>Sept 26 Structure and Direction</td>
<td>RR #1 due; Xn wv ppr due</td>
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<td>15</td>
<td>Sept 29 The Life of the World</td>
<td>FLW1</td>
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<td>16</td>
<td>Oct 1 The Life of the World</td>
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<td>17</td>
<td>Oct 3 The Enduring Problem</td>
<td>CC 1</td>
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<td>18</td>
<td>Oct 13 Christ Against Culture</td>
<td>CC 2</td>
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<td>19</td>
<td>Oct 15 Christ of Culture</td>
<td>CC 3</td>
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<td>20</td>
<td>Oct 17 Christ Above Culture</td>
<td>CC 4</td>
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<td>21</td>
<td>Oct 20 Christ and Culture in Paradox</td>
<td>CC 5</td>
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<td>22</td>
<td>Oct 22 Christ the Transformer of Culture</td>
<td>CC 6</td>
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<td>23</td>
<td>Oct 24 Mid-term exam</td>
<td>RR# 2 due</td>
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**PART TWO: Moral and Spiritual Formation**

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<tr>
<td>24</td>
<td>Oct 27 Learning to Care</td>
<td>FF1</td>
</tr>
<tr>
<td>25</td>
<td>Oct 29 The Problem and Its Parameters</td>
<td>FF2</td>
</tr>
<tr>
<td>26</td>
<td>Oct 31 Education for What Purpose?</td>
<td>FF3</td>
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<tr>
<td>27</td>
<td>Nov 3 Making Sense of it All, and rest</td>
<td>FF4-5</td>
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<td>28</td>
<td>Nov 5 White Rose, film</td>
<td>FF6</td>
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<td>29</td>
<td>Nov 7 White Rose, film</td>
<td>FF7-8; RR#3 due</td>
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**PART THREE: Christian Mind & Education**

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<th>Date</th>
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<tbody>
<tr>
<td>30</td>
<td>Nov 10 Scandal and Sin</td>
<td>FBFM Intro; ppr on White Rose due</td>
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<tr>
<td>31</td>
<td>Nov 12 Ghost Mind</td>
<td>FBFM 1-8</td>
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<td>32</td>
<td>Nov 14 Idiot Culture</td>
<td>FBFM 9-16</td>
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<td>33</td>
<td>Nov 17 Let My People Think</td>
<td>FBFM Concl</td>
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<td>34</td>
<td>Nov 19 Why Christian College?</td>
<td>ICC 1</td>
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<td>35</td>
<td>Nov 21 Theological Foundations</td>
<td>ICC 2</td>
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<td>36</td>
<td>Nov 24 Liberal Arts Education</td>
<td>ICC 3-4</td>
</tr>
<tr>
<td>37</td>
<td>Nov 26 Integrating Faith and Learning</td>
<td>ICC 5; RR#4 due; ppr Educational Vision due</td>
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**PART FOUR: Work, Courtship, Marriage**

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<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>38</td>
<td>Dec 1 Work: Divine Prerogative/Burden?</td>
<td>FW 1</td>
</tr>
<tr>
<td>39</td>
<td>Dec 3 Work: God’s Providence/Vocation</td>
<td>FW 2</td>
</tr>
<tr>
<td>40</td>
<td>Dec 5 Work, Life, Vocational Choice</td>
<td>FW3</td>
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<td>41</td>
<td>Dec 8 Wandering Toward the Altar</td>
<td>MHT</td>
</tr>
<tr>
<td>42</td>
<td>Dec 10 Wandering Toward the Altar</td>
<td>MHT; RR #5 due; ppr on vocation or courtship/marriage</td>
</tr>
<tr>
<td>43</td>
<td>Dec. 17 Final Exam</td>
<td>8:00 am til 10:00 am</td>
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Note Well: Final exam for graduating seniors will be Friday, December 12 @ 10:00 am
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**


Blamires, Harry. *Recovering the Christian Mind: Meeting the Challenge of Secularism*. IVP.

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


Curry, Dean C. A World Without Tyranny: Christian Faith and International Politics. Turning Point Christian World View Series, Wheaton: Crossway Books


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 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.

III. Financial Aid, Disabilities, and Posting of Final Grades

• 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 course instructor 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. For assistance call Mark Hale, disabilities coordinator.

• Posting of Final Grades: 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. Students are not permitted to telephone the professor, contact the dean’s office, or use email to inquire about their final grade. Please understand that this policy is for the purpose of protecting the privacy of student’s grades.

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.)

Phones and pagers:

If possible, please adjust all phones and pages so they will not disturb class proceedings. If possible, please wait until the class is completed or until there is a break to attend to calls and pages. Emergency situations are, of course, excepted.

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:

<table>
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<th>Grade</th>
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<tr>
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<td>B+</td>
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