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

“W hat is education? ... E ducation is simply the soul of a society as it passes from one
generation to another. ... W hat 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

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.

“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

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

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<thead>
<tr>
<th>Date</th>
<th>Main Reading</th>
<th>Collateral Reading</th>
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<tbody>
<tr>
<td>May 24</td>
<td>Albert Wolters, <em>Creation Regained:</em></td>
<td>Alexander Schmemann</td>
</tr>
<tr>
<td>Date</td>
<td>Author(s)</td>
<td>Title/Work(s)</td>
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<tr>
<td>May 31</td>
<td>Plato</td>
<td>Republic, books 2, 3, 7</td>
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<tr>
<td>June 7</td>
<td>Augustine</td>
<td><em>De Doctrina Christiana</em></td>
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<td></td>
<td></td>
<td><em>On Christian Teaching</em>, Books 1 &amp; 2</td>
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<tr>
<td>June 28</td>
<td>Martin Luther</td>
<td>“To All The City Councilmen of Germany That They Establish and Maintain Christian Schools”</td>
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<tr>
<td>July 12</td>
<td>C. S. Lewis</td>
<td><em>The Abolition of Man</em></td>
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<tr>
<td>July 26</td>
<td>Parker Palmer</td>
<td><em>To Know as We are Known: A Spirituality of Education</em></td>
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<tr>
<td>August 2</td>
<td>George Marsden</td>
<td><em>The Outrageous Idea of Christian Scholarship</em></td>
</tr>
<tr>
<td></td>
<td>James W. Sire</td>
<td><em>Habits of the Mind: Intellectual Life as a Christian Calling</em></td>
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"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."

— John Calvin, *The Institutes of the Christian Religion*
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

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
VII. Institute Bibliography


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#: ______________________________________________________

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!