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### CHST 1302-103: Integrating a Biblical Worldview

#### BIBLICAL FOUNDATIONS

“<sup>23</sup>Whatever you do, work heartily, as for the Lord and not for men, <sup>24</sup>knowing that from the Lord you will receive the inheritance as your reward. You are serving the Lord Christ.”  
—Colossians 3:23-24 ESV

“<sup>24</sup>Let no one seek his own good, but the good of his neighbor. . . . <sup>31</sup>So, whether you eat or drink, or whatever you do, do all to the glory of God. <sup>32</sup>Give no offense to Jews or to Greeks or to the church of God, <sup>33</sup>just as I try to please everyone in everything I do, not seeking my own advantage, but that of many, that they may be saved.”  
—1 Corinthians 10:24, 31-33 ESV

“<sup>30</sup>And you shall love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.’ <sup>31</sup>The second is this: ‘You shall love your neighbor as yourself.’ There is no other commandment greater than these.”  
—Mark 12:30-31 ESV

“<sup>8</sup>He has told you, O man, what is good; and what does the Lord require of you, but to do justice, and to love kindness, and to walk humbly with your God?”  
—Micah 6:8 ESV

“<sup>26</sup>Then God said, “Let us make man in our image, after our likeness. And let them have dominion over the fish of the sea and over the birds of the heavens and over the livestock and over all the earth and over every creeping thing that creeps on the earth.” <sup>27</sup>**So God created man in his own image, in the image of God he created him, male and female he created them.** <sup>28</sup>And God blessed them. And God said to them, “Be fruitful and multiply and fill the earth and subdue it, and have dominion over the fish of the sea and over the birds of the heavens and over every living thing that moves on the earth.”  
—Genesis 1:26-28 ESV

“<sup>18</sup>For the wrath of God is revealed from heaven against all ungodliness and unrighteousness of men, **who by their unrighteousness suppress the truth.** <sup>19</sup>For what can be known about God is plain to them, because God has shown it to them. <sup>20</sup>For his invisible attributes, namely, his eternal power and divine nature, have been clearly perceived, ever since the creation of the world, in the things that have been made. So they are without excuse. <sup>21</sup>For although they knew God, they did not honor him as God or give thanks to him, but **they became futile in their thinking, and their foolish hearts were darkened.** <sup>22</sup>Claiming to be wise, they became fools, <sup>23</sup>and **exchanged the glory of the immortal God for images resembling mortal man and birds and animals and creeping things.** <sup>24</sup>Therefore God gave them up in the lusts of their hearts to impurity, to the dishonoring of their bodies among themselves, <sup>25</sup>because they **exchanged the truth about God for a lie** and worshiped and served the creature rather than the Creator, who is blessed forever! Amen.”  
—Romans 1:18-25 ESV

#### REQUIRED TEXTS

Ryken, Philip. *Christian Worldview: A Student's Guide*. Wheaton, IL: Crossway, 2013. (CW)

Styles, Joshua. *Integrating a Biblical Worldview Course Supplement Notebook (Fall 2023) (CS)* (Spiral-bound Notebook—See me if you did not receive your books from Slingshot).

\_\_\_\_\_. *Integrating a Biblical Worldview Online Course Supplement PDF (ONLINE)*. (Available on the course website (link in the first Blackboard announcement for the semester). Students are *strongly* encouraged to **download the full PDF of the Online Course Supplement at the beginning of the semester** and save it to their computers and/or a thumb drive to ensure the readings are accessible in the event of internet issues.

A **PRINTED COPY** of a modern translation of the Bible, such as the English Standard Version (ESV), New International Version (NIV), or New American Standard (NAS). **Printed copies must be brought to class.**

### Core Curriculum Mission Statement

The mission of the Core Curriculum is to form NGU students into academic disciples by educating them in a liberal arts curriculum that is shaped by a biblical worldview and the best of the Christian intellectual tradition and by preparing them to think critically, communicate effectively, and work globally so that they can become flourishing humans who are equipped to transform church and society.

### Course Description

This course challenges students to integrate biblical interpretation and knowledge of Scripture's narrative in construction of an evaluative lens through which to understand their own thinking and to engage the thinking of their culture. The basis of the course is an analysis of biblical truth in dialog with the great moral questions of the day to shape thoughtful, engaged practitioners of the Great Commandment.

### Primary Core Curriculum SLOs

#### *Biblical Worldview and Faith Integration*

Evaluate enduring and contemporary issues of human flourishing, integrating faith with discipline specific content, through the lens of a biblical worldview.

#### *Critical Thinking*

Analyze data, issues, ideas, artifacts, or events to form a position or hypothesis and develop conclusions.

### Student Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. Articulate the biblical account of the origins of human life and the world and its implications for human flourishing.
2. Explain the biblical understanding of human rebellion and sin and their consequences for human affections and interactions.
3. Describe the biblical plan of God's saving work both for humanity and the natural order and its resolution of the curse of sin.
4. Identify the biblical view of human responsibility in community and the practical implications for modern cultural expression.
5. Apply the biblical worldview and its distinctives to the moral and ethical issues of contemporary life.

### COURSE REQUIREMENTS

The student will demonstrate proficiency in the course objectives through daily quizzes, blackboard assignments, and two exams.

- 1) Daily quizzes over the assigned reading in **CW**, the **CS**, **ONLINE**, and the **Bible**; occasionally, additional articles or videos will also be made available via the course website. The assignments from **CW**, the **CS**, **ONLINE**, the **Bible**, and any additional assignments are set forth in the attached schedule. The average of the in-class quizzes will count for **30%** of the semester grade.
- 2) Additional assignments must also be completed via the course Blackboard site. These Blackboard assignments will require students to answer questions about reading assignments and/or recordings or videos. Most of these questions will require brief written responses, though some may simply be short answer. The average of all Blackboard assignments will count for **30%** of the semester grade.

- 3) Two exams (a midterm exam and a final exam) will test student knowledge of the class material and the assigned readings. Each exam will count for **20%** of the final grade (**40% total**).

### IN-CLASS QUIZZES

For the sake of efficiency, each student must have a ½ sheet of paper (with full name and date) on his or her desk **at the beginning of each class** (i.e., before class begins). **For all quizzes**, FULL NAME (first and last), the date, and the quiz number **must be written on the quiz in order to receive credit for the quiz**. Students who arrive in class after the quiz begins will not be permitted to take the quiz but must simply write “LATE” on their quizzes. *These “late” quizzes should still be submitted, however, in order to ensure the student receives a tardy and not an unexcused absence* (attendance is taken by the names on these quizzes).

Questions will cover the reading and videos assigned for each class. I may occasionally give an open-book Bible question that asks you to look up a word or something else. As a result, students should have a print version of the Bible in class every day in order to find these words. **If you do not have a print copy of the Bible, it would be my joy to provide you with one.** Please see me after class, come by the office, or send me a text and I will get you one.

***NOTE: Sharing a Bible with a classmate for the quiz in the event a student forgets his or her Bible constitutes cheating and will result in all students involved receiving a zero for the quiz.***

### BLACKBOARD ASSIGNMENTS

Blackboard Assignments must be completed for most class periods during the semester. The due dates for these assignments are set forth on the course schedule. On whatever date these assignments are due, they are due at 11:59pm that night (EST) ***unless otherwise noted***. The Blackboard assignments can be found by logging into Blackboard and clicking on the “Assignments” link on the left sidebar. After clicking this link, you will see all of the assignments for the semester. All but two of the assignments have already been made available, so if you would like to work ahead on any of the assignments, you are more than welcome to do so.

**PLEASE NOTE:** All of these assignments must be completed without the help of any other person, including current and former students; moreover, **no outside sources may be used (e.g., the internet or artificial intelligence of any kind)**. Everything needed to answer these questions is contained within the materials provided for each assignment. If a student uses any unauthorized aid to answer any question on a Blackboard assignment, the penalties outlined in the Academic Dishonesty section of this syllabus will apply.

### GRADE SCALE

A = 90-100 B= 80-89 C=70-79 D= 60-69 F= 59 and below

### CLASSROOM BEHAVIOR

Violation of the following behavior policies will result in penalties deemed appropriate by the professor.

- 1) **Sleeping** – Students are expected to be present not only in body but in mind as well. Droopy eyes are understandable, but if your head is down on your desk or you are completely asleep, you will be counted absent.
- 2) **Leaving class** – If you know in advance that you will need to leave class early, please let me know before class begins. If you leave class unexpectedly, please let me know why you left as soon as reasonably possible.
- 3) **Talking** – Once class begins, please do not talk unless you are answering a question or participating in class discussion. Talking to classmates or otherwise disrupting class will be counted as an absence.

## UNIVERSITY ACADEMIC INTEGRITY POLICY

North Greenville University is committed to the pursuit of Academic Excellence. As one of our core values, academic excellence is a primary way that we seek to prepare transformational leaders for church and society. Rooted in our commitment to truth, integrity, and the development of student flourishing, upholding academic integrity is central to the pursuit of academic excellence. This policy outlines the expectations for students at NGU, emphasizing the importance of honesty, accountability, and creativity of the student work. Students are expected to submit their own work, give proper citation for the work of others (including but not limited to the use of artificial intelligence assisted and/or generated content), and follow any specific guidelines in the course syllabus.

The North Greenville University Academic Integrity Policy addresses instances of academic dishonesty including plagiarism, the use of Artificial Intelligence, cheating, and other forms of academic dishonesty as described in the policy. North Greenville University expects students to maintain academic integrity, and consequences of a violation of the academic integrity policy are addressed in the penalties portion of the policy. The NGU Academic Integrity Policy can be found in the Catalog under General Academic Policies. This [LINK](#) will open the Academic Integrity Policy.

## ADDITIONAL NOTES ON ACADEMIC INTEGRITY FOR INTEGRATING A BIBLICAL WORLDVIEW

**Cheating on exams or quizzes or plagiarizing on Blackboard assignments will result in swift and serious penalties.** While cheating on exams or quizzes is fairly straightforward (e.g., looking at another person's exam or quiz, talking during an exam or quiz, accessing notes on a phone, lying on a quiz or exam, etc.), plagiarism is less clear to many students. As a result, I will attempt to define it here to aid you not only in this course but in future courses.

In essence, plagiarism is stealing the thoughts, words, or ideas of another person. **Accordingly, plagiarism, to any degree, is NOT tolerated.** To copy the work of another verbatim or *to paraphrase* what someone else has done **without giving proper reference is plagiarism.** (PLEASE NOTE: To give proper reference means to use an in-text citation or footnote after the material that is referenced). Moreover, writing words from a source while changing a word or two from the source and then referencing the source **IS** plagiarism. If you only change one or two words, you are effectively taking credit for the way another author worded something because there is no independent thought on your part. The reason we use citations is to give credit where credit is due, so make sure that readers know where you found your information. As a result, citations will *not only be used* after direct quotations *but will also* be used after sentences that have relied on information from other sources.

NOTE: Since you will not be relying on outside sources for the Blackboard assignments and will only be answering questions from the assigned reading and videos, **you do NOT need in-text citations in these assignments.** I am reproducing this explanation here for your future benefit. **Nevertheless, it must be reiterated that you should not look up answers on the Internet (or via artificial intelligence) or receive any outside help from other people (including classmates) on these assignments. Again, to clarify once more, students MAY NOT work with other students on the Blackboard assignments or other written assignments.**

**WARNING:** Academic dishonesty will be duly prosecuted. If a student cheats on an exam or quiz, the student will automatically receive a ZERO for that assignment as well as other appropriate penalties (e.g., letter grade reduction in the course, an F for the course, etc.). Similarly, work that contains plagiarism will also automatically receive a grade of ZERO. Major or complete plagiarism (as defined by the NGU Academic Catalog) can result in dismissal from the course with a failing grade. Please note that for the purpose of this course, the penalty for inadvertent or unintentional plagiarism **IS THE SAME** as intentional plagiarism unless compelling evidence can be provided that the plagiarism was truly unintentional. For more information, see the full NGU Academic Integrity Policy.

## ELECTRONICS POLICY

**NO COMPUTERS OR TABLETS** are allowed in class at any time unless specifically permitted due to a documented need. **Students who have laptops or tablets out during class will automatically receive an unexcused absence.** Cell phones are allowed in class, but students who are browsing the internet or texting during class will also receive an unexcused absence. **Finally, ABSOLUTELY NO CELL PHONES (or other electronic devices) may be on your desk, in your lap, or otherwise within your reach during any exams or quizzes** (they should be in your pocket or in a closed compartment of your backpack or purse). If a student is seen with a cell phone or other device during a quiz or exam, the presumption is that the student is cheating, and the student will be disciplined accordingly.

## READING ASSIGNMENTS

You are required to read everything on the assigned pages with reasonable care (including the main text, other discussion boxes, etc.). Reasonable care means that you **must read the assigned material with understanding (i.e., not skimming or browsing)**. If you miss more than two questions on a five-question quiz, especially when these quizzes are usually true/false or multiple choice, it is highly unlikely that you have read with reasonable care. Please note that reasonable care is also the standard by which you will be judged on your exams. See the attached schedule for the required daily reading assignments.

## UNIVERSITY ATTENDANCE POLICY

### Attendance Expectations for Undergraduate, In-person Courses

NGU is an attendance-taking institution. Regular class attendance is necessary for the student to receive full benefit from the university experience and is a precondition for receiving credit for any course in which the student is enrolled. Students are responsible for understanding attendance expectations as noted in the syllabus for each class in which they are enrolled.

For all courses, the faculty will report student attendance at the end of the first week. Students who do not initially participate or attend classes by the end of the first week of the course may be administratively removed from the course(s) with no credit or grade assigned. All students will be contacted prior to being administratively withdrawn.

Students are expected to attend class. Students are expected to contact faculty any time they are unable to attend class. Students are responsible for monitoring their own status regarding absences (excused and unexcused) on the student portal.

1. Unexcused absences are limited to:
  - a. Four (4) unexcused absences in a three-day/week traditional class.
  - b. Three (3) unexcused absences in a two-day/week traditional class.
  - c. Two (2) unexcused absences in a one-day/week traditional class (labs, lessons\*, practicums).  
Exceeding the unexcused absence limit will result in an XF grade for the course.
2. Absences may be excused with appropriate documentation. NGU normally excuses absences for: military, legal, university, medical, family, and faculty discretionary reasons. When excessive excused absences hinder a student's ability to maintain adequate progress toward course completion based on the established learning objectives for the course, the faculty will notify the student via email that they are at risk of being administratively withdrawn.

Additional information regarding the NGU attendance policy can be found in the Catalog in the full [Attendance Policy](#).

**ADDITIONAL INTEGRATING A BIBLICAL WORLDVIEW ATTENDANCE POLICIES**

1. Quizzes missed as a result of an unexcused absence will receive the grade of “zero” and may not be made up; however, if an absence is deemed excused according to the University’s policy (e.g., a college-sponsored activity), the student’s quiz will simply not be counted (the student will *not* receive a zero). **Note that documentation must be provided in order for an absence to be excused.**

2. **Two times tardy equals one unexcused absence.** [NOTE: You CAN “XF” a class by being tardy constantly.] Furthermore, if the student leaves class early, it will count as one absence. **If a student is more than five minutes late, the student will receive an unexcused absence.** Remember: Sleeping, talking, texting, or otherwise disrupting class will also be counted as an unexcused absence.

3. Should the professor be delayed, the class must wait ten full minutes. Class is then dismissed unless otherwise directed.

**COURSE “MAKE-UP” POLICY**

- 1) As mentioned above, missed quizzes cannot be made up. However, if a student has a legitimate reason for missing class (e.g., sick with the flu, a stomach bug, death in the family, etc.), the daily quiz will not be counted toward the student’s quiz average at all. In other words, if a student misses for a legitimate reason, he or she will not receive a zero for the daily quiz.
- 2) **PLEASE NOTE:** In order for a student to avoid receiving a zero on a daily quiz, the student must notify the professor as to why the student was not in class so that the professor can determine whether the absence was for a legitimate reason. **In addition to contacting the instructor by email or text, students must also write the reason for their absence(s) at the top of their in-class quiz when they return to class along with the date(s) they missed in order for the absence(s) to be excused.**
- 3) Make-ups for missed exams are ultimately at the professor’s discretion. Reasons for missing an exam can be divided into two types: (1) expected and (2) unexpected.
  - a) Expected: If you know in advance that you will have to miss an exam, please contact me before the exam to arrange a time to take the exam. If your reason is legitimate (e.g., a funeral, a college-sponsored event, etc.), I will work to arrange a time for you to take the exam with another class or at a prearranged time at a designated location.
  - b) Unexpected: There are some things that can happen unexpectedly that may be legitimate reasons for missing an exam. These are limited to the following instances: (1) Illness of such a nature that a reasonably prudent person would not be in class; (2) emergencies such as a car accident or death of a family member requiring your immediate attention; (3) other matters such as these that will be assessed on an individual basis. If a student fails to contact the professor within a reasonable amount of time (typically no later than the next class period) concerning the possibility of making up an exam, the student will receive a grade of zero for the exam.
- 4) Each student is responsible for the in-class material and any assignment(s) given when he or she is absent. It is not the professor’s responsibility to ensure that students have all handouts, assignments, etc. when a student misses class; rather, the student must take the initiative.

**College of Christian Studies Grade Requirements:** You must make at least a grade of “C” in order for this course to satisfy prerequisite requirements for other Christian Studies courses.

**ON ARTIFICIAL INTELLIGENCE**

Three brief considerations for the use of artificial intelligence:

(1) Be aware that every AI-powered language model (e.g., ChatGPT, Snapchat’s AI bot, etc.) is programmed with certain biases. They are *not* politically or ideologically neutral (despite their claims to the contrary). Just like YouTube and Facebook privilege certain content while censoring other content (often along ideological or political lines), **AI language models will promote certain viewpoints (and worldviews) while discouraging dissenting beliefs.**

(2) While technology can certainly assist us in completing tasks more efficiently (e.g., doing complex math calculations on a calculator), an over-reliance on technology can cripple our ability to do these tasks without the technology. I think all of us see the great benefit of calculators, but what happens when we rely on technology not only for complex math calculations but for basic and everyday communication? ***If we do not learn how to write well, how does this affect our ability to communicate meaningfully with others?***

(3) Finally, ***don't outsource your thinking to AI***. This consideration builds on the previous two. First, if we rely on AI to tell us what is true about various issues, our thinking (and our worldviews) will be shaped by others without any genuine consideration of these topics. Second, if we allow AI to compose most of what we write (text messages, emails, papers, etc.), we are in danger of losing our ability to think carefully and critically about a host of issues. **I'm not sure many of us understand how dangerous failing to think carefully really is.** If we allow AI to do most of our thinking for us, we are that much more susceptible to manipulation, and we are in serious danger of becoming a host of mindless individuals parroting the same talking points.

## NGU COURSE EVALUATIONS

NGU Course Evaluations are distributed each semester (fall/spring) for most courses. Course evaluations will not appear for internships, practicum courses, music lessons, and other specialty courses. In addition, no evaluation will be triggered if the course has less than 5 students enrolled. For 8-week courses, course evaluations will open 1 week before the last day of class and close on the last day of classes. For full-term courses, course evaluations will open 2 weeks before the last day of class and close on the last day of classes. Students will receive emails through their NGU email when evaluations open and reminders are sent every 3 days until evaluations are completed or the survey period ends. Links are included in the emails to directly complete the evaluation on any mobile device. Also, students will be prompted to complete the evaluations when logging into Blackboard. Blackboard will allow students to defer the evaluation up to 8 times. After the 8<sup>th</sup> deferral, the student must complete all available evaluations in order to access their courses through Blackboard. All evaluations are anonymous. Follow the link in your email or on Blackboard to complete your evaluations. Please note: Safari will not allow submission of the evaluations, please use any other browser. For any questions regarding student course evaluations, please email [OIRE@ngu.edu](mailto:OIRE@ngu.edu).

## STUDENT SUCCESS

The Center for Student Success offers academic support through free tutoring, academic coaching, and workshops throughout the semester. Students may visit CSS on the main floor of Averyt-Wood or learn more on the CSS website: [go.ngu.edu/css](http://go.ngu.edu/css).

NGU has a robust referral system, Ally, that was created to connect students with the campus resources that will be most beneficial to them. Students may be referred by faculty for any student success concern. Students will be contacted by a member of the CSS team to create a success plan.

## STUDENT ACCESSIBILITY / ADA SERVICES

Through partnering with individual students in an interactive process to create individualized Access Plans, North Greenville University provides accommodations for students with documented disabilities through the Office of Student Accessibility & ADA Services (the "OSA"). To support students with disabilities and promote self-advocacy, NGU values open dialogue and partnership about accommodations between faculty and students and welcomes conversations about ways to accommodate student needs in the classroom. If a student chooses to utilize an approved accommodation in a particular course, the student should notify his or her instructor within the first two weeks of the semester. Students may request accommodations later in the semester if they choose to do so, but as accommodations are not retroactive professors are not able to provide accommodations for class periods or assignments earlier than when accommodations are officially requested and approved. For more information on student accessibility, or to register with the OSA to create an individualized NGU Access Plan, students should contact Traci Weldie, Associate Director of Student Accessibility, via email at [student.accessibility@ngu.edu](mailto:student.accessibility@ngu.edu) or visit <https://www.ngu.edu/info-for/current-ngu-students/center-for-student-success/accessibility>.

## Integrating a Biblical Worldview Spring 2026

DATE (Class Days)	Required Reading (Complete BEFORE class on date shown)	Class Schedule	Assignments (In-class assignments due by beginning of class / <b>BB assignments due by 11:59pm unless otherwise noted</b> )
#0 Jan 14	NO CLASS — APPT FOR MY DAUGHTER	NO CLASS — APPT FOR MY DAUGHTER	
#1 Jan 16		<i>Course Introduction</i>	
Jan 19 – NO CLASS – MLK Holiday			
#2 Jan 21	CW: None CS: None ONLINE: None Additional Materials: SUBMIT SYLLABUS AGREEMENT AND SURVEY	<i>The Importance of Worldview</i>	In-class 1: Syllabus Agreement Form In-class 2: First-class Survey Packet
#3 Jan 23	CW: 17-44 (Ch. 1 What is a Worldview? / Ch. 2 The Center of Everything ) CS: 86-95 (Christianity vs. Naturalism / On Worldviews / Various News Articles) ONLINE: None Additional Materials: None	<i>Defining Worldview / Revelation and Reason (Is there really evil in the world? / What if there isn't a God? / What if there IS a God?)</i>	
#4 Jan 26	CW: 45-60 (The Way We Were) CS: 96-115 (Holocaust Articles and Letters / When Tragedy Strikes / Comic / Creation vs. Evolution / The Image of God) ONLINE: 1-9 (Pages from <i>Inerrancy and Worldview</i> ) Additional Materials: Genesis chapters 1 and 2		
#5 Jan 28	Blackboard Assignment due by Class Time for an additional 100 quiz grade (no other reading this day)	<i>What is the Gospel?</i>	BB1: A Comic vs. The True Gospel (CS pages 129-140)
#6 Jan 30	Blackboard Assignment due by Class Time for an additional 100 quiz grade (no other reading this day)		BB2: What is God's Glory? (CS pages 141-147)
#7 Feb 2	Blackboard Assignment due by Class Time for an additional 100 quiz grade (no other reading this day)	<i>The Good Creation / The Natural World and Humanity (Where did the world come from? / Are humans different from the rest of creation?)</i>	BB3: The Problem of Suffering (ONLINE 10-16)
#8 Feb 4	CW: 61-74 (Paradise Lost) CS: 116-128 (The Dangers of Relativism / What is the Bible?) ONLINE: None Additional Materials: Genesis 3	<i>The Fallen World and Sin</i>	BB4: Salvation History (CS pages 148-161)
#9 Feb 6	Blackboard Assignment due by Class Time for an additional 100 quiz grade (no other reading this day)	<i>The Fallen World and Sin</i>	BB5: Why Does the Universe Look So Old? On Science and the Bible (Link in assignment))
#10 Feb 9	Blackboard Assignment due by Class Time for an additional 100 quiz grade (no other reading this day)		BB6: The Local Church (links in BB assignment)
#11 Feb 11	CW: 75-90 (A Work in Progress) CS: None ONLINE: None Additional Materials: None	<i>Restoration: Its Beginning in the Present Age</i>	BB7: What Happens When You Die? / Near-Death Experiences (ONLINE 17-28 (links to same articles also in BB7))

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#12 Feb 13	CW: 91-100 (Paradise Consummated) CS: None ONLINE: None Additional Materials: None	<i>Restoration: Its Consummation in the Future</i>	BB8: Don't Waste Your Life / Don't Waste Your Cancer (CS 173-183)
#13 Feb 16	CW: None CS: 162-172 (Who Controls the Meaning?) ONLINE: None Additional Materials: BB9 DUE BY CLASS TIME (Additional 100 Quiz grade (separate from the quiz on the CS reading))	<i>How Now Shall We Live? / What is Our Final Source of Authority? / Do We Know How to Understand God's Word?</i>	BB9: The Prosperity Gospel 1 (ONLINE 29-38 / additional links in assignment) NOTE: – BB9 DUE BY CLASS TIME (Additional 100 Quiz grade)
#14 Feb 18	Blackboard Assignment due by Class Time for an additional 100 quiz grade (no other reading this day)	<i>What is the Good Life? / Distortions of Biblical Christianity: Part 1</i>	BB10: The Prosperity Gospel 2 (Links in assignment) – BB10 DUE BY CLASS TIME (100 Quiz grade)
#15 Feb 20	Blackboard Assignment due by Class Time for an additional 100 quiz grade (no other reading this day (ZERO if not submitted by class time))	<i>Distortions of Biblical Christianity: Part 2</i>	BB11: The Prosperity Gospel 3 (Links in assignment) – BB11 DUE BY CLASS TIME (100 Quiz grade)
#16 Feb 23	CW: None CS: 191-198 (Don't Follow Your Heart / Can I Follow My New Heart? / No One Follows Their Heart) ONLINE: None  OPTIONAL (NOT ON QUIZ):  Additional Materials: Chapters 1, 2, 14, 15, and 16 of <i>Don't Follow Your Heart</i> (PDF linked under "Additional Materials" on the course website (NOTE: These are super short chapters from a small booklet))	<i>Do We Trust God's Word? Or Do We Trust Ourselves?</i>	BB12: Why the Image of God Matters (Links in assignment)
#17 Feb 25	CW: None CS: 199-222 (Some People are More Equal than Others / The Sanctity of Life / Ethics Articles by Sam Storms) ONLINE: 39-43 (stop at bottom of page 43) Additional Materials: None	<i>Introduction to Christian Ethical Thought: Part 1</i>	BB13: The Greater Good? (Links in assignment)
#18 Feb 27	CW: None CS: None ONLINE: 77-80 (stop at "Racial Discrimination"); 84-123 (How to think About Morality) Additional Materials: None	<i>Introduction to Christian Ethical Thought: Part 2</i>	<b>OPTIONAL BB Assignment:</b>  BB14: On Deconversion and Leaving the Faith (Links in assignment)
#19 Mar 2	CW: None CS: 223-236 (Articles on Just War Theory / Hiroshima) ONLINE: 74-77 (stop at "Lying and Truth Telling") Additional Materials: None	<i>War, Peace, and Terrorism / Thinking through Ethical Systems: Part 1</i>	
#20 Mar 4	CW: None CS: 237-250 (Articles for Hiroshima Discussion) ONLINE: None Additional Materials: None	<i>War, Peace, and Terrorism / Thinking through Ethical Systems: Part 2</i>	<b>OPTIONAL BB Assignment:</b>  BB15: Can Torture Be Justified? (ONLINE 186-202)

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#21 Mar 6	<p><b>CW:</b> None</p> <p><b>CS:</b> 251-290 (What Do We Mean by the Sanctity of Human Life? / We are not Germs / Abortion pages from <i>Moral Choices</i>)</p> <p><b>ONLINE:</b> 44-54</p> <p><b>Additional Materials:</b> None</p>	<i>Life and Human Dignity</i>	
#22 Mar 9	<p><b>Blackboard Assignment due by Class Time for an additional 100 quiz grade (no other reading this day)</b></p>	<i>Life and Human Dignity</i>	<b>BB16: Abortion and Human Trafficking (ONLINE 145-185; additional links in assignment)</b>
#23 Mar 11	<p><b>CW:</b> None</p> <p><b>CS:</b> 291-302, 313-321 (Pages on Human Trafficking / Articles on End of Life and Euthanasia)</p> <p><b>ONLINE:</b> (The Last Children of Down syndrome (NOTE: half the pages are blank ad spaces—the article is longer but not 35 full pages))</p> <p><b>Additional Materials:</b> None</p>	<i>Life and Human Dignity</i>	
#24 Mar 13	<p><b>CW:</b> None</p> <p><b>CS:</b> None</p> <p><b>ONLINE:</b> None</p> <p><b>Additional Materials:</b> None</p>	<i>Midterm Part 1</i>	<p><b><u>OPTIONAL BB Assignment:</u></b></p> <p><b>BB17: Capital Punishment, Guns, and Self-Defense (CS 303-312; ONLINE 70-74 (stop at “War”; ONLINE 125-144)</b></p>
Mar 16 – Mar 20 NO CLASS— SPRING BREAK			
#25 Mar 23	<p><b>CW:</b> None</p> <p><b>CS:</b> None</p> <p><b>ONLINE:</b> None</p> <p><b>Additional Materials:</b> None</p>	<i>Midterm Part 2</i>	<b>BB18: Same-Sex Attraction (ONLINE CS pages 263-276)</b>
#26 Mar 25	<p><b>CW:</b> None</p> <p><b>CS:</b> 322-343 (Male and Female He Created Them in the Image of God / An Untethered Identity is Dangerous / Is Sexual Identity My Choice? / He Made Them Male and Female: Sex, Gender, and the Image of God / Don’t Be True to Yourself)</p> <p><b><u>OPTIONAL (NOT ON QUIZ):</u></b></p> <p><b>ONLINE:</b> 55-67 (stop at “Civil Government”)</p> <p><b>Additional Materials:</b> None</p>	<i>Sex, Marriage, and the Family</i>	
#27 Mar 27	<p><b>CW:</b> None</p> <p><b>CS:</b> 344-355 (Gender Confusion is Rising in the Church / Intersectionality and the Church by Rosaria Butterfield / GLAAD Statement / Gender Neutral Terms for God?)</p> <p><b><u>OPTIONAL (NOT ON QUIZ):</u></b></p> <p><b>ONLINE:</b> 203-224 (chapters 7-8 from <i>Awake, Not Woke</i> (the “Crowd and the Victim” and “The Sexual Revolution” (stop at “Thought and Speech Control”))</p> <p><b>Additional Materials:</b> None</p>	<i>Sex, Marriage, and the Family</i>	<b>BB19: Marriage and Parenting (Links in assignment)</b>
#28 Mar 30	<p><b>Blackboard Assignment due by Class Time for an additional 100 quiz grade (no other reading this day)</b></p>	<i>Race, Ethnicity, and Social Justice</i>	<b>BB20: Biblical Justice vs Social Justice (Links in assignment)</b>

## Integrating a Biblical Worldview Spring 2026

DATE (Class Days)	Required Reading (Complete BEFORE class on date shown)	Class Schedule	Assignments (In-class assignments due by beginning of class / <b>BB assignments due by 11:59pm unless otherwise noted</b> )
#29 Apr 1	<p><b>CW:</b> None</p> <p><b>CS:</b> 374-382 (Thinking Biblically about Social Justice / Thinking Biblically about Systemic Injustice)</p> <p><b>ONLINE:</b> 80-83</p> <p><b>Additional Materials:</b> Kathy Newman Interview (under “Additional Materials” on the course website)</p>	<i>Race, Ethnicity, and Social Justice</i>	
April 3rd NO CLASS – Good Friday			
#30 Apr 6	<p><b>CW:</b> None</p> <p><b>CS:</b> 383-387 (Excerpt from <i>Discrimination and Disparities</i> / Five Questions for DEI Training)</p> <p><u>OPTIONAL (NOT ON QUIZ):</u></p> <p><b>ONLINE:</b> 251-267 (excerpts from <i>Confronting Injustice without Compromising Truth</i>: “Jehovah or Jezebel,” “The Tunnel Vision Question,” and “The Suffering Question”)</p> <p><b>Additional Materials:</b> None</p>	<i>Race, Ethnicity, and Social Justice</i>	<b>BB21: Definitions, Discrimination, and Disparities (Links in assignment)</b>
#31 Apr 8	<p><b>CW:</b> None</p> <p><b>CS:</b> 388-391 (The Lure of Socialism Parts 1 and 2)</p> <p><u>OPTIONAL (NOT ON QUIZ):</u></p> <p><b>ONLINE:</b> 268-282 (Is Work a Blessing or a Curse? / The Sacred Call to Normal Work / The Sanctity of Labor / The Greatest Thing You Can Do with Your Life / Where Do You Find Your Identity?)</p> <p><b>Additional Materials:</b> Equity: The Thief of Human Potential - Thomas Sowell (under “Additional Materials” on the course website)</p>	<i>Work, Labor, Wealth, and Property</i>	
#32 Apr 10	<b>Blackboard Assignment due by Class Time for an additional 100 quiz grade (no other reading this day)</b>		<b>BB22: On the Evergreen State College Incident</b>
#33 Apr 13	<b>Blackboard Assignment due by Class Time for an additional 100 quiz grade (no other reading this day)</b>		<b>BB23: On Marxism, Postmodernism, and White Privilege (Links in assignment)</b>
#34 Apr 15	<p><b>CW:</b> None</p> <p><b>CS:</b> 392-403 (The Blissful and Trivial Life / Lessons from Amusing Ourselves to Death)</p> <p><b>Additional Materials:</b> The Dangers of Victimhood - Jordan Peterson (under “Additional Materials” on the course website)</p> <p><u>OPTIONAL (NOT ON QUIZ):</u></p> <p><b>ONLINE:</b> 283-295 (Excerpts from Media, Journalism, and Communication: A Student’s Guide / Excerpts from Art and Music: A Student’s Guide”)</p>	<i>Art, Entertainment, and Education</i>	<b>BB26: Will the Future be Human? Transhumanism and Nanotechnology (Links in assignment)</b>
#35 Apr 17	<b>Blackboard Assignment due by Class Time for an additional 100 quiz grade (no other reading this day)</b>		<b>BB24: Can We Trust the Media? Narratives vs. Reality (Links in assignment)</b>

## Integrating a Biblical Worldview Spring 2026

DATE (Class Days)	Required Reading (Complete BEFORE class on date shown)	Class Schedule	Assignments (In-class assignments due by beginning of class / <b>BB assignments due by 11:59pm unless otherwise noted</b> )
#36 Apr 20	Blackboard Assignment due by Class Time for an additional 100 quiz grade (no other reading this day)		BB25: On Language, Speech, Race, and Media
#37 Apr 22	CW: None CS: 407-409  <u>OPTIONAL (NOT ON QUIZ):</u>  <b>ONLINE:</b> 222-236 (Chapter 9 from <i>Awake, Not Woke</i> (“Thought and Speech Control”) <b>Additional Materials:</b> None	<i>Transhumanism and Artificial Intelligence</i>	BB27: Climate Change, Farming, and Government Control (Links in assignment)
#38 Apr 24	CW: None CS: 410-414 (“Going Woke—What’s Really Going On?”) <b>ONLINE:</b> 296-299 (“Science Proves Kids are Bad for the Earth”) <b>Additional Materials:</b> How to Answer Loaded Climate Questions (under “Additional Materials” on the course website)	<i>Environment, Climate, and the Image of God</i>	BB28: Can Christians Rightly Practice Civil Disobedience? (Links in assignment)
#39 Apr 27	<i>To Be Announced</i>	<i>To Be Announced</i>	BB29: The Rise of the Biomedical Security State (Links in assignment)
#40 Apr 29	<i>To Be Announced</i>	<i>To Be Announced</i>	BB30: Covid and the Church (Links in assignment)
#41 May 1	CW: None CS: 415-417, 444-448 <b>ONLINE:</b> 67-70 (stop at “Capital Punishment”); 300-301 <b>Additional Materials:</b> What I Told the Students of Princeton (under “Additional Materials” on the course website) / The Arbitrary Line (also under “Additional Materials” on the course website)	<i>The Christian Citizen / Taking a Stand When No One Else Will</i>	BB31: Christian Responses to Government Tyranny (Links in assignment)
Final Exam	Refer to University Exam Schedule for Day and Time (will be in our normal classroom)	<i>Prepare for Final Exam</i>	Final Exam

## INTEGRATING A BIBLICAL WORLDVIEW COURSE OUTLINE

### WHAT IS A WORLDVIEW AND WHY DOES IT MATTER?

#### *What is a worldview?*

“[T]he sum total of our beliefs about the world, the ‘big picture’ that directs our daily decisions and actions.” —Charles Colson and Nancy Pearcey, *How Now Shall We Live?* 14.

“[A] framework for all of life.” —Colson and Pearcey, 9.

“[A] fundamental perspective on the world that shapes the way we live.” —Philip Ryken, *Christian Worldview: A Student’s Guide*, 17

“A worldview—or ‘world-and-life view,’ as some people call it—is the structure of understanding that we use to make sense of our world. **Our worldview is what we presuppose.** It is our way of looking at life, our interpretation of the universe, our orientation to reality.” —Ryken, 19

\*\*\*We ALL have presuppositions—even those of us who claim we do not have any presuppositions and that we only “follow science,” follow the evidence, etc.

“Worldviews are inherently religious. Because our worldview is at the core of who we are, it always reveals our fundamental convictions, including what we believe (**or don’t believe**) about God. There is no spiritual neutrality—no view from nowhere. Even atheists and agnostics *direct their lives toward some greater purpose.*” —Ryken, 21

\*\*\*My question to all of you—and the question I must continually ask myself—is what is this purpose that I am living for?\*\*\*

Is my purpose in life to seek the most pleasure I can for as long as I can? *This won’t last.*

Is my purpose in life to accumulate as much money and property as I can? *This won’t last, either.*

Is my purpose in life to make a name for myself so that the world remembers me after I’m gone? *How many people are alive in the world today? How many names do you think are in our history books? And how many people think about these names that often?*

#### *Why does our worldview matter?*

Our worldview affects not only what we believe about the world but also how we act in the world. Whether we realize it or not, our worldview—the lens through which we view the world—affects every aspect of our lives. Our worldview determines how we view our relationships, our education, our jobs, our recreation, and our reason for existence. It determines what we believe about the value of human life, the role of government in society, and what happens when we die. And our worldview serves as the basis for how we answer the most fundamental questions about ourselves and the world in which we live:

- (1) Where did we come from, and who are we? **(Creation)**
- (2) What has gone wrong with the world? **(Fall)**
- (3) What can we do to fix it?<sup>1</sup> **(Redemption and Restoration)**

Though in one sense there are as many different answers to these questions as there are people (in that all people may answer these questions differently), behind these individual answers are two vastly different (and completely opposing) worldviews: **theism** and **naturalism**.

On the most basic level, **theism** is the “belief that there is a transcendent God who created the universe.”<sup>2</sup> In contrast, **naturalism** is the “belief that natural causes alone are sufficient to explain everything that exists.”<sup>3</sup>

As the semester goes on, we will discuss the implications of both theism and naturalism in much greater depth. For now, though, let’s begin with a basic question:

*Is it possible for us to know that there is a God?* Consider the following:

- (1) What is justice, and where does it come from?

Other preliminary evidences for theism—whether or not it is rational to believe that a God created the world.<sup>4</sup>

- (2) Our desire for relationships (and our anguish at losing them)

- (3) Our hunger for something more than the physical world

- (4) Our love of beauty

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<sup>1</sup> These questions are taken from Colson and Pearcey, *How Now Shall We Live?* xiii.

<sup>2</sup> Colson and Pearcey, 20.

<sup>3</sup> Ibid.

<sup>4</sup> These four categories are borrowed from N.T. Wright’s *Simply Christian*. Wright refers to these four things as “echoes of a voice,” arguing that these four aspects of human nature point to a Creator.

These two competing worldviews—naturalism and theism—offer very different explanations for these aspects of human existence. ***One of our goals this semester is to seek out which worldview offers the better explanation for life as we know it.*** More specifically, we will examine the Christian explanation for the world in which we live and compare this explanation with the alternative explanations offered by naturalism and other religions. Before we do that, though, consider the following words from Philip Ryken (pages 35-37 of your *Christian Worldview* textbook (emphasis added throughout)):

“Before we tell the story of the Christian worldview, we need to meet its Author. In doing so, we learn the answer to a couple of crucial questions that every worldview must answer: First, **what is the fundamental reality?** Second, **how can we know that fundamental reality (or anything else, for that matter)?** The place to begin answering these questions is where the Bible begins: ‘In the beginning, God . . .’ (Gen.1:1).

“Every worldview has an integrating idea. The basic idea behind deism—which may be one of the most common worldviews in America today—is that a transcendent God made the universe but then more or less left it to run on its own. God is a creator but not a provider, and we are left to make our own way through life. *Marxists and other materialists believe that there is no God at all, only the natural universe.* People are merely bodies, not souls, so there is no transcendent basis for ethics. Buddhists believe that human beings must endure their earthly fate as they wait patiently to enter the state of nirvana. And so forth. These are only examples; readers will need to look elsewhere for a catalog of other worldviews or a full explanation of what they teach. But suffice it to say that *every worldview is animated by its central idea or driven by its main story line.*

What unifies the Christian worldview, by contrast, is not merely an idea, **but the being and character of Almighty God.** The Bible does not present God as the conclusion to some logical proof, or as a mystery beyond our comprehension, but treats his existence as the basic premise upon which everything else in the entire universe is built. God is always our ultimate frame of reference, the supreme reality at the center of all reality—the be-all and end-all of everything. Therefore, whatever else we include in our worldview will need to be understood with reference to God. **Christians believe that by denying the existence of God, atheism gets things wrong from the beginning. So does secular humanism, or any other worldview that puts the self at the center of the universe. We should not begin with ourselves at all, but with God, whose existence and nature are ‘the independent source and the transcendent standard for everything.’** We start with God and work from there on up. Otherwise, the consequences are devastating, morally as well as intellectually. The Russian novelist Fyodor Dostoevsky was right when he said, ‘If God did not exist, everything would be permitted,’ **including many things that are evil or cruel.**

So we begin with the existence of God. However, mere belief in God is not enough. **If there is a God, then we must believe in the God who is really there and not in some other deity.** Most world religions believe in God (or gods, as the case may be), but their definition of deity may or may not stand within biblical boundaries. Furthermore, *many people who say they are religious do not have a coherent definition of God at all, and thus their lives are prone to superstition.* Or if they do have a clear definition of God, it **springs more from their own desires than from divine revelation.** According to the sociologist Christian Smith, today a majority of young Americans are adopting a ‘creed in which an undemanding God exists mostly to solve problems and make people feel good, a combination Divine Butler and Cosmic Therapist, on call as needed.’ Such a god is always available to meet needs and satisfy desires but never presumes to make demands or require sacrifices. . . .

[T]he Christian worldview does not begin with God as we would like him to be—the ‘god of my understanding.’ Instead, Christianity begins with the God who is really there. It’s not about us; it’s about him.”

they cannot insulate themselves from the influx of Western books, movies, and television programs. In Singapore, I met with a Christian cabinet minister who lamented that because Asians associate the West with Christianity, the flood of smut from the West is making his Christian witness difficult. Across the globe, people are complaining about what one French politician described as a "U.S. cultural invasion."<sup>3</sup>

As a result, people around the world are wrestling with the same questions that we face in the States. In Africa, one of the continent's most respected Christian leaders asked for permission to reprint transcripts of my radio program, *BreakPoint*. Though the program is targeted at an American audience, he found that the subjects are the same as those he is dealing with in Africa. Another African Christian leader told me that Western notions of multiculturalism are being used to justify tribalism, and the local church is baffled over how to counter the divisive force. As people in Pakistan get on-line with people in Pennsylvania, America's culture war is increasingly spilling over into other nations.

The sobering conclusion is that our own effectiveness in defending and contending for truth has repercussions across the entire globe. American Christians had better get serious about understanding biblical faith as a comprehensive worldview and showing how it stands up to the challenges of our age.

### CHRISTIANITY VS. NATURALISM

What is the major challenge today? In the broadest categories, the conflict of our day is theism versus naturalism. *Theism* is the belief that there is a transcendent God who created the universe; *naturalism* is the belief that natural causes alone are sufficient to explain everything that exists. The most fundamental questions reflect these categories: Is ultimate reality God or the cosmos? Is there a supernatural realm, or is nature all that exists? Has God spoken and revealed his truth to us, or is truth something we have to find, even invent, for ourselves? Is there a purpose to our lives, or are we cosmic accidents emerging from the slime?

These two major systems are utterly opposed, and if we are going to defend the truth effectively, we must grasp their full implications. Naturalism is the idea that nature is all that exists, that life arose from a chance collision of atoms, evolving eventually into human life as we know it today. In its broadest sense, naturalism can even include certain forms of religion—those in which the spiritual is conceived as completely inherent within nature,

such as neo-pagan and New Age religions. By contrast, Christianity teaches that there is a transcendent God who existed before the world existed and who is the ultimate origin of everything else. The universe is dependent at every moment on his providential governance and care.

*Moral relativism.* In morality, naturalism results in relativism. If nature is all there is, then there is no transcendent source of moral truth, and we are left to construct morality on our own. Every principle is reduced to a personal preference. By contrast, the Christian believes in a God who has spoken, who has revealed an absolute and unchanging standard of right and wrong, based ultimately on his own holy character.

*Multiculturalism.* As a consequence of relativism, the naturalist treats all cultures as morally equivalent, each merely reflecting its own history and experience. Contemporary trends like postmodernism and multiculturalism are rooted firmly in naturalism, for if there is no transcendent source of truth or morality, then we find our identity only in our race, gender, or ethnic group. But Christians can never equate truth with the limited perspective of any group. Truth is God's perspective, as revealed in Scripture. Hence, while we appreciate the cultural diversity, we insist on the propriety of judging particular cultural practices as morally right or wrong. Furthermore, Christians regard the Western tradition and heritage as worth defending; that is, to the degree that historically it has been shaped by a biblical worldview.

*Pragmatism.* Since naturalists deny any transcendent moral standards, they tend to take a pragmatic approach to life. Pragmatism says: Whatever works best is right. Actions and policies are judged on utilitarian grounds alone. By contrast, the Christian is an idealist, judging actions not by what works but by what ought to be, based on objective standards.

*Utopianism.* Naturalists generally embrace the Enlightenment notion that human nature is essentially good, which leads to utopianism. Utopianism says: If only we create the right social and economic structures, we can usher in an age of harmony and prosperity. But Christians can never give their allegiance to utopian projects. We know that sin is real, that it has deeply twisted human nature, and that none of our efforts can create heaven on earth. Heaven is an eschatological hope that will be fulfilled only by divine intervention at the end of human history. In the meantime, the human propensity to evil and disorder must be hemmed in by law and tradition.

*This-world perspective.* Naturalists consider only what happens in this world, this age, this life. But Christians see things from an eternal perspective. Everything we do now has eternal significance, because one day there will be a judgment, and then it will become evident that our choices in this life have consequences that last into eternity.

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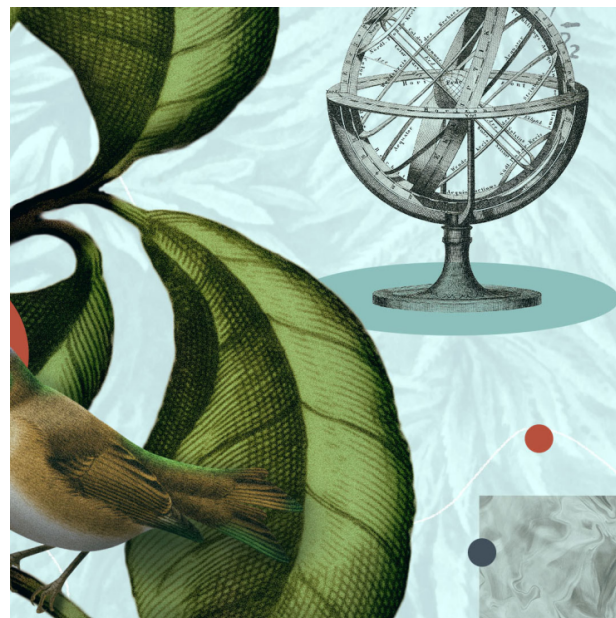
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Worldview and Culture \ Culture \ Christianity and Culture

# On Worldviews

James Anderson



3 Min Read

Abortion. Euthanasia. Pornography. Same-sex marriage. Transgender rights. Embryonic research. Genetic enhancement. Christians surveying the cultural landscape in the West have a clear sense that things are headed in a destructive direction. While most believers can easily identify the symptoms of decline, few feel competent to diagnose and address the root causes. There are many complex factors behind these developments, but one invaluable tool for better understanding and engaging with our culture is the concept of worldview. The sociological quakes and moral fissures we observe in our day are largely due to what we might call “cultural plate tectonics”: shifts in underlying worldviews and the collisions between them.

What is a worldview? As the word itself suggests, a worldview is an overall view of the world. It’s not a physical view of the world, but rather a philosophical view, an all-encompassing perspective on everything that exists and matters to us.

A person’s worldview represents his most fundamental beliefs and assumptions about the universe he inhabits. It reflects how he would answer all the “big questions” of human existence: fundamental questions about who and what we

are, where we came from, why we're here, where (if anywhere) we're headed, the meaning and purpose of life, the nature of the afterlife, and what counts as a good life here and now. Few people think through these issues in any depth, and fewer still have firm answers to such questions, but a person's worldview will at least incline him toward certain kinds of answers and away from others.

Worldviews shape and inform our experiences of the world around us. Like spectacles with colored lenses, they affect what we see and how we see it. Depending on the "color" of the lenses, some things may be seen more easily, or conversely, they may be de-emphasized or distorted—indeed, some things may not be seen at all.

Worldviews also largely determine people's opinions on matters of ethics and politics. What a person thinks about abortion, euthanasia, same-sex relationships, environmental ethics, economic policy, public education, and so on will depend on his underlying worldview more than anything else.

As such, worldviews play a central and defining role in our lives. They shape what we believe and what we're willing to believe, how we interpret our experiences, how we behave in response to those experiences, and how we relate to others. Our thoughts and our actions are conditioned by our worldviews.

Each of these worldviews has profound implications for how people think about themselves, what behaviors they consider right or wrong, and how they orient their lives.

Worldviews operate at both the individual level and the societal level. Rarely will two people have exactly the same worldview, but they may share the same basic type of worldview. Moreover, within any society, certain worldview types will be represented more prominently than others, and will therefore exert greater influence on the culture of that society. Western civilization since around the fourth century has been dominated by a Christian worldview, even though

there have been individuals and groups who have challenged it. But in the last couple of centuries, for reasons ranging from the technological to the theological, the Christian worldview has lost its dominance, and competing worldviews have become far more prominent. These non-Christian worldviews include:

- Naturalism: there is no God; humans are just highly evolved animals; the universe is a closed physical system.
- Postmodernism: there are no objective truths and moral standards; “reality” is ultimately a human social construction.
- Pantheism: God is the totality of reality; thus, we are all divine by nature.
- Pluralism: the different world religions represent equally valid perspectives on the ultimate reality; there are many valid paths to salvation.
- Islam: there is only one God, and He has no son; God has revealed His will for all people through His final prophet, Muhammad, and His eternal word, the Qur’an.
- Moralistic therapeutic deism: God just wants us to be happy and nice to other people; He intervenes in our affairs only when we call on Him to help us out.

Each of these worldviews has profound implications for how people think about themselves, what behaviors they consider right or wrong, and how they orient their lives. It is therefore crucial that Christians be able to engage with unbelief at the worldview level. Christians need to understand not only what it means to have a biblical worldview, but also why they should hold fast to that worldview and apply it to all of life. They should be able to identify the major non-Christian worldviews that vie for dominance in our society, to understand where they fundamentally differ from the Christian worldview, and to make a well-reasoned case that the Christian worldview alone is true, good, and beautiful.

The challenge is greater than ever. But we shouldn’t be discouraged, because the opportunities and resources available to us are also greater now than they have ever been. In the last half-century or so there has been a remarkable renaissance in Christian philosophy and apologetics, much of which has focused on developing and defending a biblical worldview. Whatever God calls His people to do, He equips them to do (see [Eph. 4:11-12](#); [Heb. 13:20-21](#)). The problem is not that the church is under-equipped, but that she has yet to make full use of what Christ has provided for her.

## A 6-year-old was swept out to sea, and a group of brothers dove in after her

[https://www.washingtonpost.com/lifestyle/2019/07/25/year-old-got-swept-out-sea-group-brothers-dove-after-her/?utm\\_term=.68ce6e9edfda](https://www.washingtonpost.com/lifestyle/2019/07/25/year-old-got-swept-out-sea-group-brothers-dove-after-her/?utm_term=.68ce6e9edfda)

The girl on the pink flamingo-shaped raft was floating away quickly, screaming as her father yelled for a lifeguard who didn't appear.



© Juliana Butler Eoghan Butler, Alex Thomson, Walter Butler and Declan Butler rescued a 6-year-old girl whose inflatable raft drifted out to sea at a beach near Dublin.

Four brothers, who were visiting Ireland from the D.C. area, had just unpacked their towels after arriving at Portmarnock Beach near Dublin, where they had expected to spend a relaxing afternoon Monday. Before they could think about it, they were sprinting into the sea and swimming toward the girl as fast as they could during the almost hour-long rescue.

“I knew we were getting deep, but I didn't care,” Declan Butler, 18, said Wednesday in an interview. “I just didn't want to give up on her.”

One stroke, then another in the cold, sometimes choppy water as they raced toward the girl in the distance. They had a moment of panic when the 6-year-old was still far away and fell off the raft and briefly dipped under the water, then popped back up.

It was adrenaline that propelled the brothers to speed swim for about 25 minutes until they were close enough to yell to her that she would be okay, that they would bring her back to shore, Declan said.

Declan, his twin Eoghan Butler, and Walter Butler, 21, are strong athletes. So is their brother-in-law, Alex Thomson. Three had swum competitively, and Thomson, 24, is an ultra-runner. Walter had been a rescue swimmer on a Coast Guard cutter.

Still, swimming to reach the girl — they estimated that she was a half-mile out — was harrowing, they said. Declan and Eoghan, who live in Arlington, Va., and Thomson, who lives in Rockville, Md., said they weren't sure how long she'd be able to hold on to the raft.

When they finally reached her, they helped keep her head above water and took turns swimming on their backs with the girl on their chests as they made their way against the current back to shore.

“It was intense. It was emotional,” Thomson said. “If anything, it was extremely rewarding once we got to her.”

Walter, who also lives in Arlington, had waited on the beach in case he needed to perform first aid. He swam out to meet them when they got close and brought the girl the rest of the way to land.

Walter also said that as the brothers were swimming out toward the girl, her father grabbed a life vest, threw it around his own neck and swam out to try to save his daughter, as well. But the father was not a strong swimmer, and after the girl was safe on land, the father was still in the water.

The girl's brother approached the four rescuers for more help, and two of them swam back in to get the father.

“Eoghan and Declan actually brought the dad into shore, as well,” Walter said.

Beachgoers rushed to the girl to cover her in layers of towels as the brothers moved her into a beach tent to protect her from the elements, they said. A rescue service crew and paramedics arrived a few minutes later and brought the girl to a hospital. She was later released.

As the brothers recovered on the beach after the rescue, they felt the pressure that had built up in their chests slowly subside. They figured the pressure was from the cold water mixed with the stress of saving the girl.

The girl's family, who lives in Ireland, visited the brothers Tuesday at the house where they're staying to thank them.

“Seeing her jump around, kiss her mom, that was actually amazing,” Declan said.

Two days after they saved the 6-year-old, the brothers were still thinking about an unlikely twist of fate: They had traveled to Ireland to celebrate the life of their recently deceased grandfather, whose brother drowned on the same date decades before the rescue.

“It's kind of like this godly, guardian angel kind of feeling,” Walter said, “that the same day he drowned 64 years ago is the day we actually saved the life of a 6-year-old girl.”

## **Sheriff: Dad heard 3-year-old scream on baby monitor as uncle slashed her throat**



GoFundMe SOURCE: GoFundMe  
**ALBANY, Ky. —**

A 3-year-old girl whose uncle authorities say cut her throat has died in a Kentucky hospital.

Citing a Fayette County Coroner's Office release, news outlets report Josephine Bulubenchki died Sunday evening, more than a day after she was attacked.

Clinton County Sheriff Jim Guffey says 33-year-old Emanuel Fluter is charged. He had been living with the family.

Guffey told [WKRN](#) Josephine's father heard her scream on a baby monitor Saturday around 2:45 a.m. and rushed in to try to disarm Fluter, receiving a cut on his hand.

According to the arrest citation, there were four other children in the room when Josephine was attacked.

According to the [Lexington Herald-Leader](#), Guffey called it “the most horrendous crime” he’s worked in his 15 years on the job.

Cuffey said authorities are looking into what prompted the incident but said Fluter was likely not on drugs.

“He was not acting like he was on anything,” Guffey said.

Fluter was initially charged with two counts of first-degree assault and four counts of wanton endangerment. One of the assault charges has been upgraded to murder.

## **‘It wasn’t in his job description’: Metro police officer escorts a mom and her tantruming autistic child home**

July 23, 2019 <https://www.washingtonpost.com/lifestyle/2019/07/23/it-wasnt-his-job-description-metro-police-officer-escorts-mom-her-tantruming-autistic-child-home/>

Taylor Pomilla had just picked up her 4-year-old son, Andrew, from school Friday and they were heading home on the Metro when Andrew decided he wanted to run around inside the car while it was moving.



Taylor Pomilla’s son Andrew walking with the Metro Transit Police officer who helped him during his meltdown. (Taylor Pomilla)

Pomilla told him that wasn’t safe, but Andrew, who has autism, insisted. She tried all the tricks in her bag for 20 minutes to get him to sit. Soon, Andrew became agitated and started a tantrum. It was rush hour.

“That is when his regular toddler tantrum turned into a meltdown, or what I call, the point of no return for him,” Pomilla wrote in a now-viral [Facebook](#) post.

Andrew rolled on the floor, he screamed, he flung his shoe across the train, she said in an interview. Pomilla, a single mom who moved to Ballston from Texas six months ago, was desperately trying to calm him down.

“Then he starts the kicking, hitting, pulling my hair while everyone in rush hour stares on the train, most thinking I was a bad parent who had an out of control child, even though really he can’t help it,” she wrote.

Sometimes, she said, Andrew becomes flooded with emotions and is unable to process or handle the wave of feelings. Pomilla, who was still in her work dress after a day in the office at the Cystic Fibrosis Foundation in Bethesda, said she felt like everyone was staring at him.

“I blurt out loud, ‘I’m so sorry he has autism!!!’ in an attempt to stop the stares,” wrote Pomilla, 24. “He was getting worse and I knew we had to get off.”

They exited the car at Gallery Place, as she carried her flailing son, his backpack, her purse and a bag of groceries she had recently bought. It was one stop before Metro Center where they usually change trains to get home. She thought Andrew would calm down once they got off the train. But things got worse.

“Now we’re rolling around on the dirty station floor. He is covered in black dirt. I try picking him up but he

continues to kick which now gets dirt on me,” she wrote, adding that it went on for about 15 minutes.

Feeling defeated and judged by onlookers, her bags splayed around her, tears sprang from Pomilla’s eyes. She said this was Andrew’s worst meltdown in about a year.

She saw someone approaching and felt a sense of panic. Then the two looked up to see a Metro Transit Police officer. Andrew froze.

“She definitely looked like she needed a little help,” said the officer, Dominic Case, who has been with the department for five years. “He was having a tantrum and she was carrying a lot of bags.”

Case asked whether she needed a hand. Pomilla explained what was going on, and that they needed to get to Ballston, about 30 minutes away. “Without hesitation he said, ‘Okay I’ll come on the train,’” she wrote.

Case, who has a 4-year-old son of his own, crouched down to Andrew’s eye level and started chatting with him, showing the boy his police gear. He said he did that because he knows how much his own son likes police equipment. Pretty quickly, Andrew stopped crying.

Case then took off his adhesive police badge from his vest and asked Andrew: “Can you be a police man with me and help me do police work on the train?” Pomilla said.

Andrew said yes, and as they walked toward the escalator, Andrew put his hand in Case’s and held tight, Case said.

Case, 27, said he felt honored Andrew grabbed his hand because in training classes he learned that people with autism often don’t like to be touched.

“Being that he really wanted to hold my hand, it seemed like a calming thing at the time,” he said. “It seemed the right thing to do.”

Case got on the train with them and rode a stop to Metro Center. As they exited to switch lines, Pomilla thought Case would leave them. But he didn’t.

“I was like, ‘Thank you again so, so much,’” she said. “Then I was like, ‘Wait, are you not leaving?’”

She wrote on her Facebook post: “The officer ends up riding the metro THE ENTIRE train home with us!!!”

On the ride, Andrew held Case’s hand, and at Andrew’s request, even made funny faces using the Snapchat filters on Pomilla’s phone.

Once in Ballston, Case walked them to the escalator and they all said goodbye. Pomilla tried to give Case back his badge, but he insisted Andrew keep it. Andrew who will be 5 in a few weeks, was thrilled. Pomilla was bone tired from the ordeal but feeling very lucky.

She thanked Case profusely, for his “immeasurable amount of kindness and for making Andrews day (probably his whole year),” she wrote.

“He didn’t have to do this, it wasn’t in his job description,” Pomilla said. Case said he was just glad his approach worked out.

“I really didn’t mind riding with them,” he said. “Her son seemed to be really happy I was there.”





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

## Worldview Preliminary Survey 2

8. If sleeping with someone else's spouse would make you happy, should you do it? Why or why not?

9. If stealing someone else's car would make you happy, should you do it? Why or why not?

10. If someone asks you if they look ugly in a particular outfit, is it ok to lie so as not to hurt their feelings?

YES            NO

11. If you are running late to work again and you will lose your job if you are late one more time without good reason, is it ok to lie to make up a reason that would be a legitimate excuse?

YES            NO

12. If the Nazis come to your door and ask if you are hiding Jews, and if you are in fact hiding Jews, is it ok to lie and tell them you are not hiding Jews so that they do not find them? (NOTE: If you tell them where the Jews are, the Jews will be murdered).

YES            NO

13. If disarming all American citizens (except police and military) would save the life of at least one child, should the government be permitted to do it?

YES            NO

14. If forcing all American citizens to carry guns would save the life of at least one child, should the government be permitted to do it?

YES            NO

15. Is it wrong for a 40-year-old man to sleep with a 7-year-old girl? Why or why not?

16. Is it wrong for an 18-year-old to sleep with a 16-year-old? Why or why not?

17. Is it wrong to sleep with someone you are not married to? Why or why not?

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

### Worldview Preliminary Survey 3

18. What are your thoughts on abortion? Is it right? Is it wrong? Does it depend? (Answer should be at least 2-3 sentences)

19. What are your thoughts on human trafficking? Is it right? Is it wrong? Does it depend? (Answer should be at least 2-3 sentences)

20. What are your thoughts on racism today? How do you define it? How prominent is it today? (Answer should be at least 2-3 sentences)

21. What are your thoughts on climate change? Is it real? Is it primarily caused by human actions? If it is real, what should we do about it? (Answer should be at least 3 sentences)

22. What is meant by the term “social justice”? What are your thoughts on it?

23. What are your thoughts on transgenderism?

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

**Worldview Preliminary Survey 4**

24. Would you want your 5-year-old to attend a drag queen story hour? Why or why not?

25. Do you know what transhumanism is? If so, what are your thoughts on it?

26. If dropping a large bomb on a small town in Afghanistan would kill 30 suspected terrorists, but dropping the bomb would also kill 500 innocent civilians, would it be morally right to drop the bomb?

YES            NO

27. If dropping a large bomb on a small town in Afghanistan would kill 30 suspected terrorists, but dropping the bomb would also kill 50 innocent civilians, would it be morally right to drop the bomb?

YES            NO

28. If dropping a large bomb on a small town in Afghanistan would kill 30 suspected terrorists, but dropping the bomb would also kill 5 innocent civilians, would it be morally right to drop the bomb?

YES            NO

29. If dropping a large bomb on a small town in Afghanistan would kill 30 suspected terrorists, but dropping the bomb would also kill 1 innocent civilian, would it be morally right to drop the bomb?

YES            NO

30. On a scale of 1-10 (1 = not at all likely / 10 = extremely likely), how likely are you to be deceived (by government, media, religious leaders, etc.)? Briefly explain.

31. If you feel that you are not likely to be deceived, how would you know if you *had* been deceived?

32. What are your thoughts on the First Amendment? (If you don't know what it is or what rights it protects, write "NA")

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

## Worldview Preliminary Survey 5

33. Should the government censor “false” information? If so, under what circumstances should the government be able to censor this information?

34. Do you believe the government should be able to suppress speech that it determines to be “hateful”? Why or why not?

### **PART TWO: QUESTIONS ABOUT GOD**

35. Do you believe in God? Why or why not?

36. Do you believe that Jesus was a real person? Briefly explain.

37. What is “sin”?

38. Do you believe that Jesus died on a cross to rescue people from their sins? Why or why not?

39. Do you believe that Jesus rose from the dead after three days in the grave? Why or why not?

40. Do you consider yourself to be a Christian?

YES            NO

41. In 3 or 4 sentences, explain your understanding of the Christian Gospel (if you do not know, simply write “NA”):

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

## Worldview Preliminary Survey 6

### PART THREE: QUESTIONS ABOUT THE BIBLE

42. According to the Bible, a person can go to heaven if they are a good person.

YES            NO

43. According to the Bible, every person will be saved regardless of what they believe.

YES            NO

44. According to the Bible, all people have sinned against God.

YES            NO

45. Jesus is God's Son.                    TRUE            FALSE            NOT SURE

46. Jesus Claimed to be God.            TRUE            FALSE            NOT SURE

47. Do you believe that the Bible is God's Word? Why or why not?

48. Do you believe that the Bible contains errors? Briefly explain.

49. From your perspective, what is the most important principle or rule for interpreting the Bible correctly?

50. Who are some of your favorite pastors, Bible teachers, or Christian authors? (If you do not have any or do not consider yourself a Christian, simply write "N/A").

### PART FOUR: QUESTIONS ABOUT YOU

51. What are you three favorite movies?

52. What are you three favorite books?

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

## Worldview Preliminary Survey 7

53. What makes a good movie?

54. What is more important to you? Telling the truth, or being thought well of by others? Explain your answer.

55. Look back at question 54. Do you really mean what you wrote?

YES            NO

56. Would you consider yourself to be an ethical person?

YES            NO

57. How do you determine whether or not something is ethical?

### **PART FIVE: FINAL QUESTIONS**

58. Are you happy to be in this class?

59. What do you hope to learn from this class?

60. Anything else you would like to share?

After completely and thoroughly reading the syllabus, please submit this completed form at the beginning of our second class (NOTE: Submitting this form at the beginning of our second class will result in an additional 100 quiz grade for this day; failure to submit this at the beginning of our second class will result in an additional zero quiz grade):

By printing and signing my name below, I affirm that I have slowly, carefully, and analytically read each page of the syllabus, and I recognize that I, and I alone, am responsible for understanding the content of this syllabus and for ensuring that all work is completed in accordance with its terms. I also acknowledge that I have read the (tentative) class schedule and am fully aware of the reading and assignments that are required for this course. Furthermore, I agree that I will check the course Blackboard site for any announcements within 24 hours before each class session to ensure that no adjustments have been made to any assignments and to ensure I receive any additional assignments, handouts, etc. that may be necessary for upcoming classes and tests. Finally, on my honor before God I promise that I will not cheat or in any way be dishonest during this course, and I understand the penalties for such dishonesty that are outlined in the syllabus and in the Academic Catalog.

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Email Address (that you check frequently): \_\_\_\_\_

Cell Phone Number: \_\_\_\_\_

Major: \_\_\_\_\_

Year (Freshmen, Sophomore, etc.): \_\_\_\_\_

Hometown: \_\_\_\_\_

Home Church (write N/A if no home church): \_\_\_\_\_

Church you attend while at school (if still searching and would like some recommendations, please write "searching" or otherwise let me know if I can help you connect with one):

\_\_\_\_\_

Anything else you would like to share/any initial questions or concerns that you have:

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