

GOV 604 : Christian Foundations of Government**Course Syllabus, Fall 2006**

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**NOTE: ALL INFORMATION IN THIS SYLLABUS IS TENTATIVE
UNTIL THE START OF CLASS****DESCRIPTION AND PURPOSE OF COURSE**

The Robertson School of Government (RSG) is blessed with a student body diverse in experience and religious backgrounds. Some students are the products of Christian schools and colleges, and have received formal biblical instruction each academic year. Other students have attended secular schools, and have developed their understanding of biblical principles primarily through church settings and personal efforts. Some schools and churches have disciplined RSG students in doctrine and biblical interpretation, whereas other churches have emphasized rich liturgical tradition and experiential worship.

One of the purposes of this course is to develop a common foundation for all RSG students. The course will include a brief survey of Old Testament and New Testament teachings, and will also consider a history of the church and the history of Regent University. Most of the course will, however, focus on a Christian worldview.

A worldview is the comprehensive framework of a person's basic beliefs about man, God, nature, and the material world. It is, quite simply, how one views the world. This worldview is the result of deeply held beliefs or presuppositions that a person weighs with every thought, decision, or opinion. These presuppositions have consequences. For instance, if one presupposes that man is basically good, then when man commits evil he should be rehabilitated rather than punished. If one presupposes that God created the earth and all of its inhabitants, then man owes a duty to God. If, on the other hand, one presupposes that there is no God, then no duty is owed to him.

This course will compare and contrast a Christian worldview with other worldviews competing for dominance in Western civilization at the start of the new millennium. It will consider the Christian concept of justice, and it will compare and contrast competing worldviews on the subjects of theology, philosophy, ethics, biology, psychology, sociology, law, politics, economics and history. It will contrast competing worldviews on such questions as where did we come from? What has gone wrong with the world? And what can we do about the evil in the world? This course will also show the logical consequences of each of the competing worldviews.

CONNECTION TO PROGRAM OF STUDY

This course is a foundational course in the Robertson School of Government. On the principles studied in this course, the remaining courses in RSG will build.

KEY COURSE OBJECTIVES

1. Students will learn or enforce their previous education in Christian worldview, and will develop an understanding of alternative worldviews.
2. Students will develop a clear, coherent, biblical framework to guide their personal thoughts and actions.
3. Students will be equipped to apply a biblical ethical framework to real-world political and policy situations.
4. Students will further develop and hone their research and writing skills, their critical thinking skills, and their oral presentation skills.

RESOURCES

Books

- Blamires, Harry. 1978. *The Christian Mind*. Ann Arbor, MI: Servant.
- Budziszewski, J. 2003. *What We Can't Not Know*. Dallas: Spence Publishing
- Colson, Charles & Pearcey, Nancy. 1999. *How Now Shall We Then Live?* Wheaton, IL.: Tyndale House.
- Colson, Charles. 1989. *Kingdoms In Conflict*. New York: Spring Arbor.
- Colson, Charles. 2001. *Justice that Restores*. Wheaton, IL: Tyndale House.
- Johnson, Philip. 1993. *Darwin on Trial*. 2nd ed. Downers Grove, IL: InterVarsity Press
- Johnson, Philip. 1995. *Reason in the Balance: The Case against Naturalism in Science, Law, and Culture*. Downers Grove, IL: InterVarsity Press.
- Kreeft, Peter and Tacelli, Ronald. *Handbook of Christian Apologetics*. Downers Grove, IL: InterVarsity Press
- Kuyper, Abraham. 1996. *Christianity: A Total World and Life System*. Malborough, NH: Plymouth Rock Foundation.
- Naugle, David. 2002. *Worldview: The History of a Concept*. Grand Rapids: Eerdmans
- Neuhaus, Richard John. 1984. *The Naked Public Square: Religion and Democracy in America*. 2nd edition. Grand Rapids: Eerdmans.
- Noebel, David. 1997, *Understanding the Times*. Eugene, OR: Harvest House
- Noll, Mark. 1994. *The Scandal of the Evangelical Mind*. Downers Grove, IL: InterVarsity Press.

Olasky, Marvin. 1995. *The Tragedy of American Compassion*. Washington, DC: Regnery.

Pearcey, Nancy. 2004. *Total Truth*. Wheaton, IL: Crossway Books

Schaeffer, Francis. 1982. *The Complete Works of Francis A. Schaeffer: A Christian Worldview*. Westchester, IL: Crossway.

Schaeffer, Francis. 1982. *A Christian Manifesto*. Wheaton, IL: Good News.

Schaeffer, Francis. 1982. *How Should We Then Live?* Westchester, IL: Crossway.

Schlossberg, Herbert. 1993. *Idols for Destruction: The Conflict of Christian Faith and American Culture*. Westchester, IL: Crossway. ISBN: 0891077383.

Sire, James. 2004. *The Universe Next Door: A Basic Worldview Catalog*. 4th ed. Downers Grove, IL: InterVarsity Press. ISBN: 0-8308-2780-3

Veith, Gene Edward. 1994. *Postmodern Times: A Christian Guide to Contemporary Thought and Culture*. Wheaton, IL: Crossway

COURSE PROCEDURES AND ASSESSMENTS

This course will have in-class and online components. In class, the course will be run as a lecture, with substantial emphasis on Socratic dialogue. The online component involves dialogue about a series of questions posed.

INTEGRATION OF FAITH AND LEARNING

The Robertson School of Government seeks to explore our nation's Judeo-Christian heritage, to renew the traditional values of citizenship in the public affairs of the United States, and to promote these ideals in all the nations of the world. To that end, leadership and policy issues are rigorously analyzed from various academic perspectives in a broad, multidisciplinary endeavor, emphasizing the application of Judeo-Christian principles to theoretical and practical problems. The program is designed to produce principled graduates who are morally, spiritually, and intellectually well-grounded and who are also equipped with the practical and technological skills needed to meet today's challenges of leadership in government, policy-making, and politics.

GRADES

University Policy: To remain in good academic standing in the Ph.D., MBA, D.Min., M.F.A., M.P.A, M.Ed. and all Master of Arts degree programs, a student must maintain a 3.00 grade point average. The following grading system shall be used for these programs:

A+	4.0 0	SUPERIOR
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A	4.0 0	GOOD
A-	3.6 7	
B+	3.3 3	
B	3.0 0	
B-	2.6 7	UNSATISFACTORY
C+	2.3 3	
C	2.0 0	
C-	1.6 7	FAILING
F	0.0 0	
W		WITHDREW
P		PASS (used for pass/fail courses only)

Incomplete Grades Policy

A student desiring an incomplete must submit a request to the course instructor or Academic Dean prior to the end of the term. An incomplete grade will be given in a regular course only for legitimate deficiencies due to illness, emergencies or extraordinary reasons acceptable to the professor, and not because of neglect on the student's part. Incompletes require the final approval of the school dean, or his or her authorized representative. A regular grade will be given by the instructor if all requirements for the course are submitted by the end of the following academic term. The instructor will submit the new grade to the Registrar's office no later than two weeks after the beginning of the subsequent term. If all work is not submitted by the end of the term following the granting of the incomplete, a grade of FX (NP for pass/fail courses) will be posted automatically unless a Request for Extension of Incomplete has been approved and submitted to the Registrar's Office. The FX shall be counted as an F in the computation of the GPA. Any student desiring reinstatement to the course after an FX or NP has been posted must register for the course in a subsequent term and pay the full current tuition for the course.