Welcome to Understanding the Times Digital Edition

Dear Teacher,

We cannot thank you enough for making this course possible. We know that curricula doesn’t teach students; teachers teach students. Your stories from and support for this curriculum have been an invaluable encouragement.

As this update has been underway, we focused intently on the fact that content flows through relationship. If we can build a context that cultivates strong relationships and meaningful content, then we will find ourselves as blessed stewards of true education. Everything about this updated curriculum is built around this ideal: relationship plus content.

As I look over what our team of researchers, writers, editors, designers, and programmers has put together, I think we’ve accomplished just that. So I am honored to welcome you to the Understanding the Times digital curriculum and platform. It has been a rough road and a long haul, but our hope is that this edition of UTT will be the best one yet.

That being said, starting a new curriculum can be a tough prospect. My hope is that we can make that learning curve much easier and much faster with this new edition. To that end, what follows is a very brief guide to the structure and intent of the curriculum. We’ll start at the 30,000’ level and then work our way down, finishing with a quick week-by-week walk through intended to help you get started.

Even with all of that, the key to successfully teaching Understanding the Times is to do whatever is best for the students. We cannot sit in our Colorado offices and know what’s best for the students in your area. So our motto is: whatever is best for the students is almost always the right thing to do.

Thank you for your willingness to bring worldview education to the next generation of Christian leaders!

-David Knopp
Project Manager
Understanding the Times Revision.
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Course Overview
Understanding the Times is a 180-day (or 90-day) introduction to 6 dominant worldviews of time with specific focus given to ten, key academic disciplines. By the end of the course, students will recognize the patterns of ideas and see how Christian thought stands out among all the competing voices.

In addition to the six worldviews and ten disciplines, students will be introduced to over 60 major concepts and ideas as they work through the curriculum. These key worldviews, disciplines and ideas appear neatly in the worldview chart:

Course Structure
Because content flows through relationships, we structure the course so that there is adequate space for both meaningful relationships and meaningful content. There are 18 chapters in the textbook and we allocate 2 weeks per chapter to read the textbook, original source (or illustrative) material, and complete assignments.
Most importantly, though, it gives us space to both read about and from each worldview. We don’t want students to believe what we’re saying simply because we’re saying it. We want students to hear claims being made by the footnotes and then see those ideas for themselves in real life.

To make that happen, we offer a “tell and show” model. The first week, we tell the students about the patterns of ideas and their consequences; the second week, we show them that these ideas can be seen in real life.

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<th>Week 1</th>
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<tr>
<td><strong>Tell</strong></td>
<td><strong>Show</strong></td>
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<tr>
<td>Tell the students what is going on the world of ideas.</td>
<td>Show the Students what is going on the world of ideas.</td>
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**90-Day Syllabus Note:** Since we have half the time in a 90-day syllabus, that schedule will only cover the textbook reading (or “tell” side) of the curriculum.

**2nd Edition Note:** The structure of the course is the biggest change in the curriculum. In the second edition, we had 12 chapters and spent around 3 weeks per chapter. In the digital edition, we’ve written 18 chapters and are spending 2 weeks per chapter. Both still equal 36 weeks, but the shortened syllabus allows us to introduce the six worldviews before diving into the details found in the ten disciplines.

**Syllabus Structure**

As was mentioned above, the syllabus divides each chapter into two weeks of study: the first week is spent in the textbook and the second week is spent looking at “outside materials”, that is, non-textbook reading that covers the same themes as the textbook. These readings are usually primary source readings or links to places on the web that illustrate the points being made in the textbook.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
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<tr>
<td><strong>Textbook</strong></td>
<td><strong>Outside</strong></td>
</tr>
<tr>
<td>Discussion</td>
<td>Material</td>
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**Dear Doug Essay**  
**Chapter Test**

**90-Day Syllabus Note:** Since we have half the time in a 90-day syllabus, the 90-day schedule will exclude all of the outside material –covering just the textbook reading, discussion and Dear Doug/Chapter test. In order to keep the students from having to test every week, we recommend administering two tests every two weeks.
The syllabus follows the structure of the textbook:

1. Introduction
2. Overview of the 6 Worldviews
3. Overview of the 10 Disciplines
4. Comprehensive Review

It begins with an introduction to worldview studies, then introduces each of the six worldviews, walks the students through how those worldviews work themselves out in ten, key disciplines, and concludes with a comprehensive review. This follows our worldview chart by going across the top row and then down the left column.

Within the textbook, each of the 18 chapters drills down on the material under these four categories.

1. Introduction
   - Chapter 1 - The Battle of Ideas
2. Overview of the 6 Worldviews
   - Chapter 2 - Christianity
   - Chapter 3 - Islam
   - Chapter 4 - Secularism
   - Chapter 5 - Marxism
   - Chapter 6 - New Spirituality
   - Chapter 7 - Postmodernism
3. Overview of the 10 Disciplines
   - Chapter 8 - Theology
   - Chapter 9 - Philosophy
   - Chapter 10 - Ethics
   - Chapter 11 - Biology
   - Chapter 12 - Psychology
   - Chapter 13 - Sociology
   - Chapter 14 - Law
   - Chapter 15 - Politics
   - Chapter 16 - Economics
   - Chapter 17 - History
4. Conclusion
   - Chapter 18 - Conclusion

2nd Edition Note: This structure is a key improvement over the last edition. Rather than having a lengthy introduction and then throwing the students into a study of how the worldviews work in the ten disciplines, this structure gives the students an opportunity to see the worldviews as a whole and then see how they play out in the ten disciplines.
Assessments and Grading
There are two graded assignments at the end of each two weeks, a test and a "Dear Doug Essay". The year finishes off with a comprehensive final exam.

**Chapter Tests.** The tests are a mix of question styles (matching, multiple choice, true/false, fill-in-the-blank, and short answer). Each test is worth a total of 100 points for a cumulative year-end total of 1,700 points or 42.5% of the final grade.

**Dear Doug Essays.** The “Dear Doug” essay assignment is a collection of 17 letters that a student will receive from a fictitious friend named Doug. Each chapter, Doug will write and ask 4 or 5 questions to which the student must reply. Each answered question is worth between 20 or 25 points for a total of 100 points per assignment. Just like the tests, these assignments have a cumulative total of 1,700 points or 42.5% of the final grade.

**Comprehensive Final Exam.** The final exam consists of 100 mixed style questions (Multiple choice, true/false and fill-in-the-blank) worth 6 points each for a total of 600 points or 15% of the final grade. All of the questions are taken from the comprehensive review found in chapter 18.

The total number of points possible for the entire course is 4,000 points. The tests account for 42.5% and the Dear Doug essays make up another 42.5%. The final is worth add up to 600 points (or 15%) for a total of 4,000 points.

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<thead>
<tr>
<th>Points Possible</th>
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<th>Percentage of Final Grade</th>
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<tr>
<td>Chapter Test</td>
<td>100 pts</td>
<td>17</td>
<td>1,700</td>
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<tr>
<td>Dear Doug Essay</td>
<td>100 pts</td>
<td>17</td>
<td>1,700</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200 pts</td>
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<td>200</td>
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<tr>
<td><strong>TOTALS</strong></td>
<td></td>
<td><strong>35</strong></td>
<td><strong>3,600</strong></td>
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Syllabus Nuts and Bolts
Below are a couple of hints –think of them as margin notes that I wrote to help myself guide the students through the material. Hopefully, these notes will help you in your first year with the curriculum.

Again (and we can’t stress this enough), we believe this class needs you. Nothing in the information below is intended to be the law for teaching *Understanding the Times*. Rather, it is a collection of observations and suggestions. The only rule for teaching understanding the times is this: do whatever is best for the students in the sight of God. If each of us does that, our classes will have hit their mark.

If you have any questions, we have lots of resources at http://understandingthetimes.com or send us a note at http://understandingthetimes.com/help
Introduction
Our goal here is demonstrate that ideas have patterns and to pique the students interest in the studies to come. The chapter will have an overview of the six worldviews and an overview of the ten disciplines. I would not expect the students to absorb all of it, but if they can leave this section with (1) an ability to explain how ideas connect to each other and (2) have some kind of idea of how the worldview chart works, then we’re in good shape.

Students should also gain a working knowledge of how the curriculum is going to progress. Some students won’t care, but for students (like me) who need to see the symmetry of the next year, it will help them to know:

1. There are 18 chapters
2. We spend 2 weeks per chapter
3. The first week or so is spent discussing the textbook reading (reading which must be done prior to class or the discussions will be meaningless)
4. The second week is spent doing “outside” reading or viewing; those materials will be discussed as well.
5. At the end of the two weeks, we take a test and submit a Dear Doug Essay
6. At the end of the year, we take a comprehensive test
7. The textbook goes across the top of the chart (six worldviews) then down the left-hand side of the chart (ten disciplines).

Those seven points should help the students see a snapshot of what their year is going to be like.

Chapter 1 - The Battle of Ideas

Week 1
The first chapter is going to cover a lot of ground in just a little over 11,000 words. It will talk about ideas, the history of the textbook, the six worldviews, the ten disciplines, and the basis for truth and tolerance. These themes will reappear throughout, so although many students may not grasp them fully on the first read through, they should be able to articulate the gist.

Students should also know that the textbook isn’t trying to explain the worldviews as much as it is trying to make an argument for the truthfulness of Christianity. It does explain the worldviews, but that is not its primary concern.

Week 2
We look at a supplemental reading from Nancy Pearcey called, Total Truth. It’s a short introduction to the worldview conversation that also introduces the sacred/secular divide. This division is a critical interpretive framework for students to understand the world that they live in.

I’ve also included a 20-minute TedTalk by Pew Researcher Brian Grim on the state of religious freedom. In my experience, students have very little understanding of religious demographics in the world (and in America especially). We want students to have a
worldview big enough for the world, and discussing different religions and how they are allowed to practice can be very eye-opening.

**Overview of the Six Worldviews**

**Chapter 2 - Christianity**

**Week 3**

The textbook will provide a brief introduction to Christianity. Key themes to highlight are the nature of belief, the creation story and the attributes of God.

There are two lengthy sections on General and Special Revelation. These two themes are going to reappear in each of the next five chapters, so this is a good place to introduce them. Students should feel pretty comfortable with the concept when it’s discussed again for Islam.

**Week 4**

I wanted to do some primary source reading for Christianity. Jesus is obviously the central figure in Christian teaching, so a quick read of Mark’s gospel (the shortest of the four) seemed appropriate. I also wanted the students to see a glimpse of redemptive narrative (Creation, Fall, Redemption, Recreation). I wasn’t sure which reading scheme was better, so I put them both in. Students can see both reading plans, so just pick which one would be better for your particular class or, as always, feel free to write your own!

**Chapter 3 - Islam**

**Week 5**

Islam is a fascinating worldview that doesn’t have a lot of strong connection points for those of us native to the Western world. There will most likely be a lot of new vocabulary for the students to work through. Because of that, the discussion assignments are broken up into smaller pieces here. If the students grasp the terms and concepts in this chapter, it will make the later discussions much easier.

**Week 6**

In the textbook, the students read various Koranic verses that were peppered throughout. The primary reading for this chapter is simply some of the larger context of the passages discussed in the Islam chapter.

**Chapter 4 - Secularism**

**Week 7**

Chapter 4 spends a good deal of time tracing the origins and influence of the secular worldview. That should help students see the story behind the story, as it were. The discussion of “narrative” might also be a good place to introduce the role of story in contemporary culture (especially within the media) – that is to say, the clash of worldviews isn’t just about differences in how people see the world but differences in how they tell the story of the world.
This would also be a good opportunity to review the secular/sacred divide that Nancy Pearcy introduced in the supplemental reading to Chapter 1.

By way of a caution, section 4.9 is pretty lengthy; I scheduled two days of discussion to get through it.

**Week 8**

Humanist Manifestos I and II are pretty short reads. Unfortunately, the American Humanist Association (who owns the copyright) won't grant reprint permissions to anyone who doesn’t support their cause (no, I’m not kidding). We, of course, want to respect the intellectual property rights of the “free thinkers”, so I included links to the AHA website where the students can read these manifestos for free.

If you want to mix things up, there are many full-length debates between theists and atheists on a social media site like YouTube. You might like to see the debates between William Lane Craig and Lawrence Krauss that was sponsored by City Bible Forum (“Has Science Buried God” is a good one to start with). For a more classically structured debate, you can check out the 2004 debate between Christopher Hitchens and William Lane Craig (moderated by Hugh Hewitt at Biola University).

**Chapter 5 - Marxism**

**Week 9**

Marxism tells a pretty straight-forward story. The key for this chapter will be demonstrating to students that it is still a relevant worldview. Not only do Marxist ideals appear in Western conversations, they hold significant influence in the global south. By the end of the chapter, the students should be able to articulate the difference between socialism and communism and the difference between the proletariat and the bourgeoisie (since they’re doing the reading on their own, the pronunciation of bourgeoisie should be covered on the first day of class).

**Week 10**

The communist manifesto is probably one of the most (if not the most) well-known Marxists tracts ever published. It’s short and we’ve reproduced it in the curriculum so students can read the entire piece for themselves.

**Chapter 6 - New Spirituality**

**Week 11**

We chose the term *New Spirituality* instead of *New Age* because *New Age* is sort of a passé moniker. This will provide a good opportunity to talk about non-Western worldviews. By the end of the chapter, students should appreciate that New Spirituality wants to absorb and affirm the spiritual traditions of other religions. There is some good vocabulary that will appear in popular culture. It might also be a good time to discuss the intersection between New Spirituality and Christianity (e.g. Spiritual practices like meditation and yoga).
Week 12

Dr. Jeff opens the chapter with his own retelling of the Bhagavad Gita. We've included the first six chapters for reading and discussion. I've also included links to interviews that Oprah Winfrey’s Super Soul Sunday did with both Deepak Chopra and Eckhart Tolle.

It might also be worth doing a showing and discussion of *The Secret* by Rhonda Byrne (the DVD is 90 minutes).

Chapter 7 - Postmodernism

Week 13

Chapter 13 will do its level best to introduce this complex and messy epistemic turn. Within the context of this curriculum, students will probably understand best if they are first introduced to the “is zero a number?” debate. Compared to the other worldviews, Postmodernism is shown here to be the big “nope” that challenges the confidence with which all these worldviews seem to speak. While 5 of the worldviews in the textbook say “this is how it is”, post-modernism raises it’s hand and asks, “How could you possibly know that? All you know is what you see and you can’t even trust that.”

Week 14

For the outside reading, I put in a number of different perspectives, hopefully a help to students trying to appreciate the questions being raised and the Christian conversation around these questions.

1. The first is the popular “Parable of the Mad Man” by the man considered the grandfather of postmodernism, Frederic Nietzsche.

2. The second is an article by John Frame explaining his views on perspectivalism (I think this can help the students realize that the subjective/objective fight could be a false dilemma).

3. And finally, one of the big questions surrounding this topic is how we know anything at all. I've included a brief article by J.P. Moreland that addresses that question.

Honestly, I think four days of discussion could result from any one of these, so I might pick one or two which would be most compelling to the students.

Overview of the Ten Disciplines

By this point in the class, the students should be pretty comfortable the structure and pace of the course. More importantly, they should be getting more and more adept at discussing the material –drawing connections and distinctions, appreciating key differences and feeling comfortable with the vocabulary (especially terms relating to Islam).

Next, we turn a corner and start to see how these six worldviews express themselves in ten key academic disciplines (Theology, Philosophy, Ethics, Biology, Psychology, Sociology, Law, Politics, Economics and History).

One consistent difficulty about these 10 chapters is that they require two things: (1) introducing the students to the academic discipline itself and (2) explaining how the worldviews approach the discipline. The former is much more of a challenge than the latter.
because we’ve spent almost an entire semester introducing the students to the worldviews so that material is familiar ground to them.

As we move into the ten disciplines, there are two key goals:

1. **Keep everything connected vertically.** As we work our way from the top of the chart to the bottom, students should be able to draw a line from a particular worldview’s theology to its view of history. For instance, one’s theology (view of God) determines one’s philosophy (view of mankind) which determines one’s view of ethics (what is right and wrong) which then determines one’s view of Law (a civilly enforced ethic). As students start to see the flow of ideas, conversations about these connection points will make more and more sense.

2. **Keep everything connected horizontally.** We are not just going from top to bottom with these worldviews, we’re also examining each of the rows as they work across the chart. Therefore, a Muslim’s view of sociology is going to be vastly differentiated from a secularist’s view on the same subject. As the school year progresses, students should become more and more comfortable identifying the various key concepts and explaining their similarities and differences.

The wonderful advantage of touring these ten disciplines is that students will begin to see how consequential these ideas are in real, everyday life. The more students can share those stories, the better.

**Chapter 8 - Theology**

**Week 15**

As we approach the end of the first semester, we’ve also come to the end of the worldview introduction. I’ve scheduled week 15 as a review week to circle back and make sure that all the terms and key concepts are sitting comfortably in the minds of the students before we break for Christmas.

After a thorough review, we move to a discussion of theology. Students only need to be able to explain three theological beliefs: theism, atheism, and pantheism. I usually start by explaining the Greek root of theism and then add the *a-* and *pan-* prefixes. As in:

<table>
<thead>
<tr>
<th><strong>θεος (theos)</strong> n. God</th>
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<tbody>
<tr>
<td>Theism</td>
<td>Belief in God</td>
</tr>
<tr>
<td>A theism</td>
<td>No God</td>
</tr>
<tr>
<td>Pan theism</td>
<td>All is God</td>
</tr>
</tbody>
</table>
We can then walk through the six worldviews and discuss these starting points. When discussing postmodernism, it is simply a matter of asking, “What would be theological view of a suspicious worldview?”

**Week 16**

Week 16 is spent in further discussion of the textbook reading. I also included a makeup day at the end of the semester in the unlikely event (ahem) that we’ve gotten a bit behind schedule.

**Chapter 9 - Philosophy**

**Week 17**

The philosophy chapter will be one of the most difficult for students to wade through. There are many, many concepts that are introduced with their accompanying vocabulary. I’ve scheduled a day for discussion of each of the sections.

**Week 18**

The slow walk-through of the chapter continues. We cap the discussion with an interview of philosopher J.P. Moreland discussing the life of the man in the Christian walk.

**Chapter 10 - Ethics**

**Week 19**

In light of their theology and philosophy, the ethical systems for each of the worldviews can make a lot of sense. The primary text on Ethics, however, can be a little bit a brain-twister. I scheduled two days of discussion to help keep everyone get their heads around it.

**Week 20**

The ethical teaching of scripture can be one of those areas that we “know” even though we don’t actually know. The outside reading for this gives the students an opportunity to discuss the Sermon on the Mount (Matthew 5-7), the Household Codes (just the ones in Ephesians 5:22-6:9), and the Ten Commandments (Exodus 20).

If you have an especially advanced class or are using this curriculum in an honors course, you might consider substituting the scheduled outside reading for a walk through of the Holiness codes (Leviticus 17-26). It’s a little bit lengthy (about 9,000 words), but could lead to fruitful discussion about the application of Old Testament law in the lives of Jews, Christians, people of other faiths, and nonbelievers.

**Chapter 11 - Biology**

**Week 21**

There is much to explore on the topic of biology. The book is going to open with reference to the film *Inherit the Wind*. There may be an extra credit opportunity is students are interested in a class movie night. Not surprisingly, there is a lot of vocabulary (mostly in the Secularism chapter) to watch out for. But if the students are high school juniors or seniors, the concepts shouldn’t be that new to them. What will be new is seeing these terms used within an epistemological conversation. Also, it will probably be helpful if students can intuitively distinguish between discussion of origins and evolution.
Week 22

We've included two excerpts from Darwin's Origin of Species. These excerpts offer interesting discussion points highlighting Darwin's doubts (as Stephen Myers recently titled his book).

I've also added a reading and discussion of Genesis 1-2. This would probably be good place to discuss the key exegetical issues in the passage as well as some of the apparent contradictions between the two creation accounts. Also, theistic evolution is gaining more and more traction. Some good discussion could center around those possibilities.

If you're looking for some personal enrichment on the subject, try *The Lost World of Genesis I* by John Walton and *Seven Days That Divide the World* by John Lennox.

Chapter 12 - Psychology

Week 23

Two key issues will lead to much discussion for the students: the connection between the mind and the body (or the difference between the mind and the brain) and the role of identity. Perhaps of any demographic, high school students are most in touch the conflict of their identity “choices”. By way of practical application, this chapter is a great place to discuss what it means to be ourselves and how it is we go about doing that. This might also be a good place to discuss the concept of a ‘personal brand’ and how accurate or detailed our online personas ought to be.

Week 24

The over-arching theme in the psychology section is the relationship of the immaterial “mind” to the material body. These relationship conversations can be furthered by exploring Francis Schaeffer's observations about the four relationships (God, Self, Others, Creation). An excerpt is included in the reading.

Also, the textbook references Paul Vittz's article on the future of psychology. This can form the basis for an interesting discussion on the schools and practices of psychology as well as what they could mean for the future.

Chapter 13 - Sociology

Week 25

Sociology is a great opportunity to talk about social institutions (families, churches, schools etc.) and how they support and damage each other. It is also a good opportunity to discuss church attrition rates (David Kinnaman and Christian Smith are the go-to guys for the latest).

Week 26

With stats bombarding everyone’s social media feed, it is very important that students know where to go to find good data and statistics and how to interpret them. By directing the students to the US Census data, they will not just find out amazing stats about their country, they’ll learn to use an important research tool.
I encourage the students to start by looking at “education attainment” and “first marriage” data and to play with the data mapper.

Chapter 14 - Law

Week 27
The discussion of law will introduce students to thinking about how government centers on sources of authority. For secularists, it’s in the hands of the elite; for Marxists, it’s in the hands of the proletariat; etc. Students should be able to quickly see how these positions are simply logical conclusions for the premises of their prior views (theology, philosophy, ethics, etc.). It will probably also help students if they can see that law is simply a civilly enforced ethic. So if they can understand a worldview's ethic positions, they will be able to quickly understand their legal assumptions.

Week 28
The Law chapter kicks off with a retelling of the book Animal Farm. For the outside reading, we give students the opportunity to read through this powerful story for themselves. We were denied reprint permissions for the book, so a link is given to an online version. If there's an opportunity for the school to provide a copy or for students to purchase their own copy, that might make reading easier.

Chapter 15 - Politics

Week 29
Politics is not just about elections, it’s about the people (and their ideas) that rule us. Difference between "law" and "politics" in this course is a fine distinction but an important one: law is the civilly enforced ethic; politics are the people or groups (and their ideas) that rule us in practice. In other words, law is the “product”, politics is the “process”. This can be most easily seen in New Spirituality where the “what” is the law I create myself and the “how” is myself as the power broker determining it.

The take away for the students is an ability to identify the political processes. Fortunately, there is no end of news items from local politics alone that will illustrate the point.

Week 30
We’re going to get very practical in the politics section. We’ll start off by comparing two conversations about same-sex marriage. The merits of the arguments being made are worth discussing, but a key conversation point ought to be the power balances. Two clips of Ryan Anderson are provided, one has him sitting in the audience (almost off camera), the other has him on stage behind a lectern. Much discussion should be had over how that impacts the discussion. It would also be very effective to listen to the Pierce Morgan exchange with the audio only to understand the difference between words and images.

The second help to understanding politics is appreciating populism and elitism. An article on Sarah Palin focuses on this rubric. I’ve added a clip of the Charles Gibson interview to help illustrate the point. I know explaining this particular framework can be complicated for certain students, but if they can get it, it will help them understand much of the political rhetoric –especially around the intramural squabbles of the political parties.
By way of a class activity, given that most students have no idea who their elected officials are, students could look up their federal, state and local officials and collect their contact information. Since they will now have their elected officials contact information, it may be a good time to launch a “thank you” campaign. Having worked a state capital, I can assure you that your representatives and senators would love to do a quick meet-and-greet with your students. If you live close enough to the state capital, it would definitely be worth a trip.

Chapter 16 - Economics

Week 31
The key for understanding economics is that economics is not about money, it’s about people. The subject of economics is simply how people in a society interact with each other. Because of that, everything that has been discussed up to this point has amazing relevance to economics: how people view God, how people view the nature of reality, how people view ethics, how people view the nature of nature, how people view people, how people view society, how people view law and politics; all of these things come together in what we call economics.

It will be most helpful for students to draw a line from one’s view of God to one’s view of economics and see how each of these things builds on the other to form our economic opinions.

Practically, students might enjoy exploring how their life stories are made up of economic decisions –ones made by them and ones made by others.

Week 32
The outside reading for this week will center on Frederic Bastiat’s tract titled *The Law*. Bastiat makes a series of interesting arguments about the role of government in the lives of citizens.

Chapter 17 - History

Week 33
The big question to ask about history (as a discipline) is this: does history hold any meaning? If not, why not and if so, why and what is it? This chapter presents a great opportunity to talk about global, national, local and family timelines. There are stories everywhere and the more students can spot them and recount them, the more we’ll find ourselves appreciating our present.

Also, it might be worth discussing the influence of the digital age on our appreciation of time. When ideas and events move so quickly, we need to assess how we appreciate history –especially recent history.

Week 34
The importance of history is critical to the Christian faith (1 Corinthians 15:19). The historical Jesus is still an ongoing an important conversation in theological circles. I’ve included Kevin Bywater’s solid introduction to the discussion.
My assumption is that most of the “review” days in weeks 35 and 36 will be eaten up during the school year with breaks and vacations. So I’ve left some review days in this week to make sure we have plenty of time to prep for the final.

**Comprehensive Review**

By the time students get to this point in the book, they should be able to recognize all six worldviews, all ten disciplines, briefly explain the 55 key concepts in the worldview chart, and explain the differences and similarities between the worldviews and disciplines. Ideally, the students should be able to explain a worldview perspective in a winsome and persuasive manner and then explain why Christian teaching would agree or disagree with that view.

**Chapter 18 - Conclusion**

**Week 35 and Week 36**

This chapter will provide a quick couple of paragraphs for each of the worldviews and each of the ten disciplines. Since every school year is different, we left the remainder of these days blank to better facilitate scheduling needs.