

A Comprehensive Classical World View Study
Following the Flow of Thought through Western Civilization

CHRISTIANITY ANSWERS THE 21ST CENTURY

Part IV

World Views of the Western World

Research - Teaching Syllabus
written by David Quine

*“Because that, when they knew God, they glorified Him not as God,
neither were thankful; but became vain in their imaginations,
and their foolish heart was darkened.”*

The Apostle Paul, Romans 1:21

A special thanks to my family for listening, talking,
and discussing the various issues found within these pages;

to the fourteen children in my first World View Class which
was held in our living room each Tuesday and Thursday morning;

and to my wife, who has walked with me
moment-by-moment, in my walk with Christ.

This series is dedicated to families who are equipping and discipling their
children to take the Truth of Christianity and the Life of Christ into the culture.
May we know our adequacy is from Christ who empowers us in this endeavor.

Front Cover

The Course of Empire: Desolation

(fifth in the Series of five paintings)

Thomas Cole (1802-1848) Artist

Courtesy of

The New-York Historical Society

The Luman Reed Collection

New York, New York

The information in this research syllabus will be of great value to your child for years to come.
He or she will refer to it often. The pages are to be written on, and therefore, the book is consumable.
Please do not copy this book.

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World Views of the Western World

AN INTERDISCIPLINARY WORLD VIEW APPROACH

Seven Areas of Interrelated Studies

Philosophy & Theology • Literature • Art • Music • Government • Economics • Science

PHILOSOPHY AND THEOLOGY OF THE WESTERN WORLD ...

The major views of God, the universe, human nature and morality are examined, tracing the development of thought from the Hebrews, through the Greeks (Socrates, Plato, Aristotle), on to the Christians (Jesus, Paul, Augustine, Aquinas, Luther, and Calvin), concluding with Modern philosophy (Hume, Kant, Hegel, Kierkegaard, Nietzsche, and Sartre). Because it is believed that ideas have consequences, philosophy and theology serve as the base on which all disciplines derived their thought and are therefore expressions of philosophy and theology.

GREAT BOOKS OF THE WESTERN WORLD ...

Selections include works from the Bible, Homer, Plato, Aristotle, Virgil, Augustine, Dante, Milton, Donne, Dickens, Camus, Hemingway, and C.S. Lewis.

MUSIC OF THE WESTERN WORLD ...

A study of the development of music from the Gregorian Chant to classical music of the 20th Century. Emphasis is placed on the acquisition of fundamental musical knowledge and listening habits which enable a person to enjoy music perceptively and to appreciate it personally.

ART OF THE WESTERN WORLD ...

A study of the development of art from the Early Christian period through the Byzantine, Renaissance and Reformation periods continued through the Romantic, Impressionistic, Post Impressionistic, and Modern periods.

ECONOMIC THOUGHT OF THE WESTERN WORLD ...

An evaluation of man's ideas about economic theory. The study is an analysis of the various schools of economic thought and the associated relationship to political policy. The Schools include Classical (Smith, Ricardo, Malthus), Communist (Marx, Engels), Austrian (Bohm-Bawerk, Menger, von Mises, Hayek), German Historic (von Schmoller), Chicago (Knight, Friedman), and Keynesian (Keynes).

LAW AND LIBERTY OF THE WESTERN WORLD ...

An examination of the political, social, economic, religious, and cultural forces which have shaped American ideals and institutions. Emphasis is placed upon the thought of the Founding Fathers and the resulting constitution. Contrasts are made between the French and American Revolutions. Based upon the readings of Plato, The Federalist and Anti-Federalist, Tocqueville, Machiavelli, Rousseau, Locke, Burke, Paine, and Marx.

SCIENCE: UNDERSTANDING THE ORIGIN AND OPERATION OF THE UNIVERSE ...

A critical assessment of science from Plato to Post-Darwin, tracing man's attempt to explain the order, structure and origin of the universe.

CHRISTIANITY ANSWERS THE 21ST CENTURY

INTRODUCTION

“Grasping for the Wind” Video by John Whitehead

EXPLORING THE 20TH CENTURY SHIFT IN THINKING

Walden II by B.F. Skinner

The Old Man and the Sea by Hemingway

The Plague by Camus

Star Wars by Lucas

EXPLAINING THE 20TH CENTURY SHIFT IN THINKING

The Universe Next Door Chapters 4 - 8

EXAMINING THE 20TH CENTURY SHIFT IN THINKING

The Universe Next Door Chapters 4 - 8

Shifts in Science

How Should We Then Live? Episode 6: The Scientific Age

How Should We Then Live? Ch 8: The Breakdown in Philosophy and Science

Darwin [dramatized audio recording]

Of Pandas and People edited by Thaxton

Darwin on Trial by Johnson

Soul of Science - Thaxton

Shifts in Philosophy and theology

The God Who is There Chapter 1: The Gulf is Fixed

How Should We Then Live? Episode 7: The Age of Non-Reason

How Should We Then Live? Chapter 8: The Breakdown in Philosophy and Science

How Should We Then Live? Chapter 9: Modern Philosophy and Modern Theology

The God Who is There Section I Chapter 2: The First Step in the Line of Despair

Escape from Reason Chapters 3-4

The God Who is There Section II Chapter 1: The Fifth Step: Theology

Sophie's World by Gaarder

Rousseau's **Social Contract** [dramatized audio]

David Hume [dramatized audio recording]

Kant [dramatized audio recording]

Hegel [dramatized audio recording]

Kierkegaard [dramatized audio recording]

Nietzsche [dramatized audio recording]

Sartre [dramatized audio recording]

TAKING 20TH CENTURY THOUGHT INTO CULTURE

Through Art and Music

How Should We Then Live? Episode 8: The Age of Fragmentation

Adventures in Art

How Should We Then Live? Chapter 10: Modern Art, Music, Literature, and Films

Classical Composers and the Christian World View

The God Who is There Section I Chapter 3-5; Section II Chapters 3,4

Through Government

Civil War I and II [dramatized audio recordings]
“Gettysburg” — The Movie
“Gone with the Wind” — The Movie
Additional Amendments [dramatized audio recordings]
The Second American Revolution” book by Whitehead

Through Economics

Christianity: Capitalism with Compassion - adapted from Dr. Francis Schaeffer
The Classical Economists (Smith/Ricardo/Malthus) [dramatized audio recording]
Marx’s **Das Kapital** [dramatized audio recording]
Early Austrian Economics (Bohm-Bawerk/Menger) [dramatized audio recording]
The Keynesian Revolution [dramatized audio recording]
The Austrian Case-Free Market Process (von Mises/Hayek) [dramatized audio recording]
Frank Knight and the Chicago School [dramatized audio recording]
Monetarism & Supply Side Economics (Friedman/Mundell) [dramatized audio recording]
Hazlitt’s **Economics in One Lesson** [dramatized audio recording]

SPEAKING OUT TO ANSWER THE 21ST CENTURY

in the areas of philosophy and Theology

How Should We Then Live? “Special Note”
The New Evidence, Introduction
Escape from Reason, Chapter 7
The God Who Is There - Section IV “Speaking Historic Christianity Into the 20th Century”
The New Tolerance
He is There, and He is Not Silent Chapters 1-3
The God Who Is There, Section III, Chapters 2-4
Rediscovering Christ - Video - 2 Episodes
The God Who Is There, Section III Chapter 5
He is There and He is Not Silent Chapter 4
The New Evidence Chapter 32 -33; 34 - 37
The New Evidence Chapters 1-4, 11-26, 27 - 31, 7

in the areas of Psychology, Ecology, and Sociology

True Spirituality
Death and the Pollution of Man
Moral Dilemmas
How Should We Then Live? Episode 9 “The Age of Personal Peace and Affluence”
How Should We Then Live? Chapter 11 “Our Society”
How Should We Then Live? Episode 10 “Final Choices”
How Should We Then Live? Chapter 12 “Manipulation and the New Elite”
That Hideous Strength

in the areas of Art and Music

Adventures in Art
Classical Composers and the Christian World View

CONCLUSIONS

Ecclesiastes
How Should We Then Live? Chapter 13 “The Alternatives”

FINAL ESSAYS

Appendix

Making a Transcript

CHRISTIANITY ANSWERS THE 21ST CENTURY

RESOURCES

Grasping for the Wind, Whitehead (DVD)
Waldon Two, Skinner
Reformation Overview (DVD)
The Old Man and the Sea, Hemingway
The Plague, Camus
Darwin on Trial, Johnson
Of Pandas and People, Thaxton
Economics in One Lesson, Hazlitt
Sophie's World, Gaader
The Second American Revolution, Whitehead
Tolerating the Intolerable by Josh McDowell
The New Evidence, by McDowell
Whatever Happened to the Human Race? (DVD)
Pollution and the Death of Man, Schaeffer
True Spirituality, Schaeffe
That Hideous Strength, Lewis

AUDIO RECORDINGS [DRAMATIZED CDS]

Darwin and Evolution
David Hume
Hegel
Kant
Kierkegaard
Nietzsche
Sartre
Civil War Parts 1 & 2
Classical Economists
The German School
Marx's Das Kapital
Keynesian Revolution
Austrian Case for Free Market Process
Frank Knight and the Chicago School
Monetarism and Supply Side Economics

THE CORE PACKAGE FOR WORLD VIEWS OF THE WESTERN WORLD

- * *How Should We Then Live?*, Schaeffer
- * *How Should We Then Live?* (DVD), Schaeffer
- * *The Trilogy*, Schaeffer
- * *The Universe Next Door*, Sire
- * *Adventures In Art*
- * *Classical Composers*

Additional Resources used from Part III of *World Views of the Western World*:

- * *The Soul of Science*, Pearcey and Thaxton
- * *The Bill of Rights and Additional Amendments*,
audio recording

World Views of the Western World

AN INTERDISCIPLINARY WORLD VIEW APPROACH

— Course Credits are based upon Carnegie Units—
one credit is equivalent to one year of study

PART I	Composition I	1/3 credit
	Literature: Ancient	1 credit
	Philosophy/Theology	1 credit
	Western Civilization	1/3 credit
	Humanities	1/3 credit
	World History	1/3 credit
		— TOTAL 3 1/3 CREDITS —
PART II AND PART III	Composition II	1/3 credit
	Literature: Medieval	1 credit
	Philosophy/Theology II	1 credit
	Music History/Appreciation I	1/2 credit
	Art History/Appreciation II	1/2 credit
	American Government	1 credit
	Political Theory	1 credit
	American History	1 credit
	Science History I	1/2 credit
	Western Civilization	1/3 credit
	Humanities	1/3 credit
	World History	1/3 credit
		— TOTAL 7 5/6 CREDITS —
PART IV	Composition III	1/3 credit
	Literature: Modern	1 credit
	Philosophy/Theology III	1 credit
	Music History/Appreciation I	1/2 credit
	Art History/Appreciation III	1/2 credit
	Economic Theory	1 credit
	American History II	1 credit
	Science History II	1/2 credit
	Western Civilization	1/3 credit
	Humanities	1/3 credit
World History	1/3 credit	
		— Total 6 5/6 Credits —
		Grand Total: 18 Credits

World Views of the Western World

An Interdisciplinary World View Approach

A THREE FOLD PURPOSE

The spread of Christianity during the first century throughout the world was no accident. Under the direction of the Holy Spirit men and women of God were ready to give a logical defense for the hope they had within them. It is said of the Apostle Paul that he reasoned ... persuaded ... spoke boldly ... explained ... convinced ... warned ... pleaded ... gave a defense for ... and contended for ... truth in the synagogue as well as in the marketplace day by day.

To Stand

To give our children the ability to stand against the thoughts and ideas of the secular culture

“People today are all mixed up in twisted ideas. They live in a welter of garbled voices, looking for directions from papers that come floating down like Alice in Wonderland’s cards, scattered like languages, from different thought-forms, different philosophies, all say that there is no truth and no absolute upon which to live, no base for any choice of a moral standard. So whether one reads the papers upside down left to right, knows one word in three, it doesn’t matter. There’ll be a new wind in a few days to blow more into one’s head. Perhaps you can even stop looking for papers among the falling leaves. Just turn to the last piece of television advice, given in the most colorful or unforgettable way — whatever has stuck in the memory. One way is as good as any other! All law is obsolete. There are no more standards.” Yes, Edith Schaeffer is right. This is the advice given to and by our culture.

As a result, we are no longer to be children, tossed here and there by waves, and carried about by every wind of doctrine, by the trickery of men, by craftiness in deceitful scheming; but speaking the truth in love, we are to grow up in all aspects into Him... Ephesians 3:14-15

To Speak

To give our children an adequate and logical defense for the hope they have within them ...

There is no question that we are living in very difficult days. The spiritual battles are real and becoming much more intense. The clash of ideas is evident in nearly every discipline. The different world views are certainly waging war. Our tendency might be to retreat... to pull back from culture. What are we to do?

For though we walk in the flesh, we do not war according to the flesh, for the weapons of our warfare are not of the flesh, but divinely powerful for the destruction of fortresses. We are destroying speculations and every lofty thing raised up against the knowledge of God, and we are taking every thought captive to the obedience of Christ... II Corinthians 10: 3-5

But sanctify Christ as Lord in your hearts, always being ready to make a defense to everyone who asks you to give an account for the hope that is in you, yet with gentleness and reverence. I Peter 3:15

Therefore, we are ambassadors for Christ, as though God were entreating through us... II Corinthians 5:20

To Restore

To give our children the ability to take the truth of Christianity into the various disciplines ...

And the Lord shall guide you continually and satisfy you in drought and in dry places, and make strong your bones. You shall be like a watered garden and like a spring of water, whose waters fail not. And your ancient ruins shall be rebuilt; you shall raise up the foundations of buildings that have laid waste for many generations; and you shall be called the repairer of the breach, the restorer of streets to dwell in. Isaiah 48: 11-12

CHRISTIANITY ANSWERS THE 21ST CENTURY - PART IV

SCOPE AND SEQUENCE:

In some cases the assignments are for one week. However, most assignments are given over a period of several weeks. This is in keeping with assignments given at the college level. Plan your time well. Work ahead. Be prepared. Before starting Week 1 you should read the FINAL ESSAYS writing assignments given for Weeks 37 and 38. Knowing these assignments will help direct your thoughts during the year.

INTRODUCTION

- ☐ Week 1 _____ Introduction: 1 - 20
 “Grasping for the Wind” video series from John Whitehead

EXPLORING THE 20TH CENTURY SHIFT IN THINKING

- ☐ Weeks 2 - 4 _____ 1 - 38
 - Walden II, by B. F. Skinner
 - The Old Man and the Sea, by Earnest Hemingway
 - The Plague, by Albert Camus
 - Star Wars IV, V, I, by George Lucas

LITERATURE

EXPLAINING THE 20TH CENTURY SHIFT IN THINKING

- ☐ Week 5 _____ 39 - 70
 The Universe Next Door: Chapters 4-8

EXAMINING THE 20TH CENTURY SHIFT IN THINKING

- ☐ Weeks 6 - 8 _____ 71 - 180
 - How Should We Then Live? video “Scientific Age”
 - How Should We Then Live? video “Breakdown in Philosophy and Science”
 - Darwin and Evolution: audio recording- Knowledge Products
 - Pandas and People by Charles Thaxton
 - Darwin on Trial by Phillip Johnson
 - Soul of Science: Chapters 8-10, by Charles Thaxton

SCIENCE

- ☐ Week 9 _____ 181 - 218
 - The God Who is There Chapter 1: The Gulf is Fixed
 - How Should We Then Live? Episode 7: The Age of Non-Reason
 - How Should We Then Live? Chapter 8: The Breakdown in Philosophy and Science
 - How Should We Then Live? Chapter 9: Modern Philosophy and Modern Theology
 - The God Who is There Section I Chapter 2: The First Step in the Line of Despair
 - Escape from Reason Chapters 3-4
 - The God Who is There Section II Chapter 1: The Fifth Step: Theology

PHILOSOPHY & THEOLOGY

- ☐ Weeks 10 -13 _____ 219 - 364
 - Sophie’s World by Jostein Gaarder
 - Hume: audio recording Knowledge Products
 - Rousseau: audio recording Knowledge Products
 - Kant: audio recording Knowledge Products
 - Hegel: audio recording Knowledge Products
 - Kierkegaard: audio recording Knowledge Products
 - Nietzsche: audio recording Knowledge Products
 - Sartre: audio recording Knowledge Products

TAKING 20TH CENTURY THOUGHT INTO THE CULTURE

☐ Weeks 14 - 15 365 - 392

ART & MUSIC

How Should We Then Live? Episode 8: The Age of Fragmentation
Adventures in Art
How Should We Then Live? Chapter 10: Modern Art, Music, Literature, and Films
Classical Composers and the Christian World View
The God Who is There Section I Chapter 3-5; Section II Chapters 3,4

☐ Weeks 16 - 21 393 - 488

GOVERNMENT AMERICAN HISTORY

Civil War I and II audio recordings Knowledge Products
“Gettysburg” — The Movie
“Gone with the Wind” — The Movie
Additional Amendments audio recordings Knowledge Products
The Second American Revolution by John Whitehead

☐ Weeks 22 - 25 489 - 520

ECONOMICS

Christianity: Capitalism with Compassion (Bible Study)
Classical Economics audio recordings Knowledge Products
German Historical School audio recordings Knowledge Products
Das Kapital audio recordings Knowledge Products
Keynesian Revolution audio recordings Knowledge Products
Austrian and Free Market audio recordings Knowledge Products
Frank Knight and the Chicago School audio recordings Knowledge Products
Monetarism and Supply Side audio recordings Knowledge Products
Economics in One Lesson audio recordings Knowledge Products

SPEAKING OUT TO ANSWER THE 21ST CENTURY

☐ Weeks 26 - 29 521 - 591

PHILOSOPHY
THEOLOGY

How Should We Then Live? Chapter: “Special Note”
The New Evidence - Introduction by Josh McDowell
Escape from Reason Chapter 7
The God Who Is There - Section IV “Speaking Historic Christianity...”
The New Tolerance by Josh McDowell
He is There, and He Is Not Silent: Chapters 1-3
The God Who Is There, Section III, Chapters 2, 3, 4
Rediscovering Christ - Video
The God Who Is There, Section III 5
He Is There and He is Not Silent chapter 4
The New Evidence: Chapter 32 -33; 34 - 37 by Josh McDowell
The New Evidence: Chapters 1-4, 11-26, 27 - 31, 7 by Josh McDowell

☐ Weeks 30 - 33 591 - 643

PSYCHOLOGY
ECOLOGY
SOCIOLOGY

True Spirituality, Francis Schaeffer
Death and the Pollution of Man, Francis Schaeffer
Whatever Happened to the Human Race, Francis Schaeffer
How Should We Then Live? Episode 9 “The Age of Personal Peace and Affluence”
How Should We Then Live? Chapter 11 “Our Society”
How Should We Then Live? Episode 10 “Final Choices”
How Should We Then Live? Chapter 12 “Manipulation and the New Elite”
That Hideous Strength, C. S. Lewis

☐ Weeks 34 - 35 644 - 656

ART
MUSIC

Adventures in Art
Classical Composers

CONCLUSIONS

☐ Week 36 657 - 660

Ecclesiastes, The Bible

How Should We Then Live? Chapter 13 “The Alternatives”

FINAL ESSAYS

☐ Weeks 37 - 38 661 - 693

APPENDIX

☐ Making a College Transcript 695 - 698

21ST CENTURY MAN

without God ... without Truth... without Meaning to Life ...

“Because that, when they knew God, they glorified Him not as God, neither were thankful; but became vain in their imaginations, and their foolish heart was darkened.”

The Apostle Paul, Romans 1:21

“Actually, you can think of the Fall in three different ways. First there was the original Fall of mankind, which ultimately explains why so many people here and abroad do not know the true God. You can also think of the Fall in terms of nations throughout history knowing the truth but then turning from it. If you had stood in Trafalgar Square or Columbus Circle sixty years ago and asked a thousand people what the gospel is, most of them could have told you. Maybe they wouldn’t have accepted it, but they could have told you what it is. However, if you stood today in Trafalgar Square, in Columbus Circle, or between the lions in front of the Art Institute in Chicago, and asked a thousand people what the gospel is, you would find very few who could answer. There was a much greater knowledge of Christianity in past generations. We are living in a post-Christian world today.

“Thirdly, it is possible for individuals to go through this cycle — to know the truth and then deliberately turn away from it. I’m always amazed at the number of famous people who have come out of missionary or ministerial homes, who have known the gospel, and yet later have deliberately turned away.

“So the individual can fall away from the truth. Back of that we see whole cultures falling away. At the beginning stands the original Fall. So why are we in such a mess? What happened? Paul begins his answer by speaking of a time when mankind ‘knew God’ (Romans 1:21). This was of course absolutely true in the Garden of Eden. Adam and Eve knew God and had communion with Him. Similarly, there was a time when our European and American culture knew God. Applying it to the individual there are many nonbelievers who were taught about God as children.”

Francis Schaeffer, The Finished Work of Christ: The Truth of Romans 1-8

BOOK OF THE AGES

The **Chronological Index** given at the end of **How Should We Then Live?** is a listing of the key moments in history and the people who shaped those key moments. Dr. Schaeffer has focused on those significant turning points in Western Civilization. **World Views of the Western World** is an amplification and analysis of many of those key moments of history!

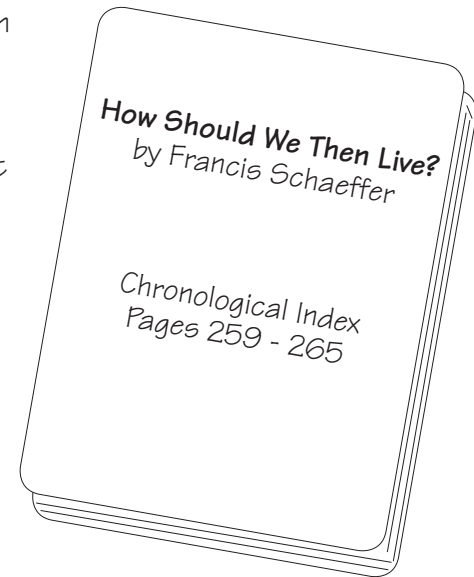
On pages 259 and 260 is a listing of events, periods and people that correspond to **Year I of World Views of the Western World**. Add this information to your **Book of the Ages**.

On pages 261 - 263 is a listing of events, periods and people that correspond to **Year II of World Views of the Western World**. Add this information to your **Book of the Ages**.

On pages 264 - 265 is a listing of events, periods and people that correspond to **Year III of World Views of the Western World**. Add this information to your **Book of the Ages**.

Add other significant people and events to your **Book of the Ages** as you continue your study of **Year III: The Shift away from Christianity**

Turn to the Chronological Index in **How Should We Then Live?** found on pages 259-265.



THE SPIRITUAL MAN

“Examines, investigates, inquires into, questions, and discerns all things”

The Apostle Paul, I Corinthians 2:15

*Yet we do speak wisdom among those who are mature
a wisdom, however, not of this age, nor of the rulers of this age, who are passing away;*

but we speak God’s wisdom in a mystery, the hidden wisdom, which God predestined before the ages to our glory; the wisdom which none of the rulers of this age has understood for if they had understood it, they would not have crucified the Lord of glory; but just as it is written,

“Things which eye has not seen and ear has not heard, and which have not entered the heart of man, all that God has prepared for those who love Him.”

For to us God revealed them through the Spirit; for the Spirit searches all things, even the depths of God. For who among men knows the thoughts of a man except the spirit of the man, which is in him? Even so the thoughts of God no one knows except the Spirit of God. Now we have received, not the spirit of the world, but the Spirit who is from God, that we might know the things freely given to us by God, which things we also speak, not in words taught by human wisdom, but in those taught by the Spirit, combining spiritual thoughts with spiritual words.

But a natural man does not accept the things of the Spirit of God; for they are foolishness to him, and he cannot understand them, because they are spiritually appraised.

But he who is spiritual appraises all things yet he himself is appraised by no man. For who has known the mind of the Lord, that he should instruct Him? But we have the mind of Christ.

And I, brethren, could not speak to you as to spiritual men, but as to men of flesh, as to babes in Christ. I gave you milk to drink, not solid food; for you were not yet able to receive it. Indeed, even now you are not yet able, for you are still fleshly. For since there is jealousy and strife among you, are you not fleshly, and are you not walking like mere men?

I Corinthians 2:6 - 3:3