

Christopher Cone, Th.D, Ph.D

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## I. Course Description:

This course examines competing worldviews and philosophies and their answers to such important questions as: "How can we know?" "Why does that which exist, exist?" "What exists?" "What is value?" "What should we do?" "How should we interact with one another?" and "What is going to happen?" The course focuses on analyzing primary source readings in order to assess the merits of the various views, and will be delivered in a seminar format, meaning that the course will be heavily interactive with student participation in presenting reading materials.

## II. Course Objectives

1. The student is to develop an understanding of what worldview is, and why it is important.
2. The student should begin to understand implications of each philosophy or aspect of worldview discussed – recognizing that what one believes or understands in one area will necessarily impact what is believed or understood in other areas.
3. The student is to understand the basic components of a Biblical worldview and be able to sharply contrast those components with aspects of non-biblical worldviews.

## III. Course Textbooks

Required Texts:

- The Bible (NASB or NKJV preferred)
- Ayn Rand, *The Virtue of Selfishness* (electronic)
- Charles Darwin, *Origin of Species* (electronic)
- George Smith, *The Case Against God* (electronic)
- Friedrich Nietzsche, *Thus Spoke Zarathustra* (electronic)
- Plato, *Republic* (electronic)
- Christopher Cone, *Life Beyond the Sun: An Introduction to Worldview & Philosophy Through the Lens of Ecclesiastes*, Tyndale Seminary Press, 2009, ISBN 978-0-9814791-4-9
- Craig Beam, "Hume and Nietzsche: Naturalists, Ethicists, Anti-Christians," *Hume Studies*, Vol. XXII, Num. 2 (Nov. 1996)
- Alejandro Flores and Tim Clark, "Finding Common Ground in Biological Conservation: Beyond the Anthropocentric Biocentric Controversy," *Yale Forestry & Environmental Studies Buletin*, 105
- Thomas Ice, "The Unscriptural Theologies of Amillennialism and Postmillennialism" (electronic)
- Ian Clary, "An Introduction to Presuppositional Apologetics," *History of Religions*, Vol 1, 2010-2011
- Clement Vidal, "What is a Worldview," from *Nieuwheiddenken. De wetenschappenen het creatieve aspect van de werkelijkheid*(*Novelty Thinking: The Sciences and the creative aspect of reality*) (electronic)

## IV. Evaluation of Student Performance

1. **Class Attendance** – for Campus students, due to the concentrated nature of the lectures, one unexcused class absence will reduce final grade by a letter grade. A 2nd unexcused absence will result in an additional research assignment required for a passing grade. A 3rd unexcused absence will result in a failing grade. Online students must listen to the recorded lectures in their entirety and must fulfill all other format-specific requirements in order to receive a passing grade, including occasional interaction with the Advising Professor/Instructor. If the Online student is not responsive to Advising Professor/Instructor communication, the student may become inactive and receive a grade of incomplete on the course (I).
2. **Reading Assignments and Accountability** – All students will complete the assigned reading and write a half page concise and informative summary of key points or developments in each assigned reading (multiple per module).
3. **Research Assignments** – All students will write one 12-15 page paper, contrasting components of any worldview or philosophy discussed with its Biblical counterparts.
4. **Course Exams** – There are no exams for this course.

5. **Online Interaction** – Online students will have three online assignments each module: (1) email reading accountability to the Advising Professor/Instructor; (2) email a brief (50-75 words) observation of a key point from that module’s lecture; and (3) respond to Advising Professor/Instructor questions and observations.
6. **Campus students** will submit assignments as directed by the Professor.  
**Online Students** will submit assignments directly to the Advising Professor/Instructor.

7. **Scoring Rubric**

<u>Assignments</u>	<u>Campus</u>	<u>Online</u>
Attendance or Online Participation	Pass/Fail/Reduction	25
Reading Component (Reading & Accountability)	30 (40 if no exams)	25
Research Component (Papers & Projects)	40 (60 if no exams)	25 (50 if no exams)
Exam Component (if applicable)	30 (if applicable)	25 (if applicable)
<b>Total Points:</b>	<b>100</b>	<b>100</b>

**V. Course Outline & Assignments**

**Module 1 – What is Worldview & Why is it Important? (Vidal’s “What is Worldview?”)**

**Module 2 – Epistemology: How Can We Know? Part I - Rationalism, Empiricism, Existentialism, Postmodernism**

Reading Component– Cone, 28-34; 42-44; 153-163; 344-357; Complete the reading summaries as described above.

**Module 3 – Epistemology: How Can We Know? Part II - Presuppositionalism**

Reading Component – Smith, 128-135; Clary 49-64; Please complete the reading summaries as described above.

**Module 4 – Doxology: Why Does That Which Exists, Exist? – Anthropocentrism, Biocentrism, Theocentrism**

Reading Component – Flores & Clark; Job 32-37; Complete reading summaries as described above.

**Module 5 – Ontology: What Exists? – Dualism, Materialism, Theism**

Reading Component– Cone, 143-152; 189-198; 199-217; Beam; Nietzsche, Sec. IV; Complete reading summaries as described above.

**Module 6 – Axiology: What is Value? - Who Determines Good? - Instrumental Value, Intrinsic Value**

Reading Component– Cone, 65-86; 92-132; 235-246; Complete reading summaries as described above.

**Module 7 – Praxeology & Ethics: What Should We Do? - Moral Sentiment, Utilitarianism, Ethical Egoism, Divine Mandate**

Reading Component– Cone, 34-40; 179-185; 430-451; Rand, 10-31; Complete reading summaries as described above.

**Module 8 – Sociopraxy: How Should We Interact With One Another? Aristocracy, Communism, Social Contract, Consensual Democracy**

Reading Component – Plato, Book V (pp. 305-345); Cone, 252-269; 302-311; 331-337; Complete reading summaries as described above.

**Module 9 – Eschatology: What is Going to Happen? – Materialistic Optimism, and Theistic Models**

Reading Component– Darwin, ch. XIV; Nietzsche, 19-33; Ice; Complete reading summaries as described above.

Research Component – Students will complete the research paper.

## **VI. Tyndale General Policies and Procedures**

### **Assignment Format**

All assignments and coursework are to be turned in via email. Students are not required to turn in assignments in hard copy. Students must send any required notes, questions, papers, etc. via email as separate attachments in .doc, docx, or pdf format.

Coursework should be submitted directly to the Professor/Instructor (for Campus and Learning Center students) or to the Advising Professor/Instructor (for Online students). The subject line for all submitted coursework should be formatted as follows to ensure receipt of the material:

<i>Campus Students:</i>	Professor Name, Class # & Name, Student Name, Assignment Title (e.g.: C, Johnson, BIBL2301 Hermeneutics, Smith, Paper #1)
<i>Learning Center Students:</i>	LC Location, Campus Prof. Name, Class # & Name, Student Name (e.g.: Mason, Johnson, BIBL2301 Hermeneutics, Smith)
<i>Online Students:</i>	Online Prof. Name, Class # & Name, Student Name, Assignment Title (e.g.: O, Johnson, BIBL2301 Hermeneutics, Smith, Paper #1)

Electronically submitted coursework will be returned along with a final grade via student Tyndale email after the course has been graded.

### **Assignment Due Dates**

**Campus/Learning Center** students will submit all assignments according to the schedule as outlined in the syllabus. Final assignments are to be submitted no later than the last class period of the semester.

**Online** students will submit all assignments at their own pace, but must maintain interaction with Advising Professor/Instructor throughout the duration of the course.

### **Writing Guidelines**

All research papers and theses are to follow Turabian guidelines as found in Kate L. Turabian *A Manual for Writers of Term Papers, Theses, and Dissertations 7<sup>th</sup> Ed.* (Chicago: University of Chicago Press, 2007). All students are required to purchase a copy of *A Manual for Writers* to ensure the proper format. All work is to follow these guidelines:

1. Font & Font Size: Times New Roman, 12 point
2. Double space
3. 1-inch margins (File – Page Setup – Margins)
4. Indent paragraphs .5 inch (Format– Paragraph – Indent left)
5. Page numbers – lower center or upper right –beginning with the first page of text, but not on title page; Arabic numbers only (e.g., 1, 2; not Roman numerals); no other header or footer
6. Title page; then title again on page one (for formal papers)
7. In essay-type papers, ALWAYS write logically, persuasively, focused on the assigned topic; include a succinct introduction that informs the reader concerning the subject of your paper, and a succinct conclusion that summarizes your main points and expresses your resulting conclusion.
8. Use footnotes rather than endnotes, except in dissertation/thesis, where section endnotes are also acceptable.
9. All work should be proofread, as errors in spelling, grammar, and syntax will reduce assignment grade.

### **Plagiarism Policy**

Plagiarism is against Tyndale policy, and any act of plagiarism will result in disciplinary action up to student dismissal from further study at Tyndale. Plagiarism includes but is not limited to quoting materials without proper citing or reference. Cutting and pasting of online and other materials requires proper citing via quotation marks and footnote.

### **Contact**

If you anticipate difficulty in meeting any of these requirements, please contact your Professor (for Campus/Learning Center students) or your Advising Professor/Instructor (Online students) as soon as possible. A complete review of all Tyndale policies and procedures can be found in the [Tyndale Theological Seminary and Biblical Institute Academic Catalog](#).