

CLARKE & CARSON NEW FACULTY SECOND-YEAR SEMINAR

What are the biblical presuppositions and Christian intellectual tradition of your discipline that informs the professorial work of teaching and scholarship at Geneva College?

The ministry of education at Geneva College is built on a committed Christian professoriate that conducts our course of studies under the reign of our King, the Lord Jesus Christ and His Word.

Our curriculum, from the core in the Christian Liberal Arts to comprehensive programs in the sciences and professions, continues to depend upon our development as faculty toward a fuller working understanding that from before Creation, all the treasures of wisdom and knowledge—in every field of study and discipline—are found in Christ. That is, in every aspect of wisdom and knowledge available to humanity, the Truth of Christ is already integral.

Therefore, at Geneva, the “integration of faith and life” from a “biblical worldview” is *not* a consideration of wisdom and knowledge from a Christian perspective, bias, or standpoint. Rather, integration of faith and life is the study from God’s Truth, revealed in Christ and His Word, to discover and generate temporal understanding that corresponds to God’s eternal Truth, knowledge, and wisdom—intellectual life that begins and ends with the view of the world intrinsic to God’s truth as revealed in Scripture.

DR. CALVIN L. TROUP & DR. MELINDA STEPHENS

cltroup@geneva.edu

724-847-6897

mstephen@geneva.edu

724-847-5235

COURSE OBJECTIVES

Why take Clarke & Carson Year 2? This course will continue to develop the foundational grounds for faithful and fruitful educational work with a specific focus on an understanding of biblical foundations and the Christian intellectual tradition specific to your discipline. At the conclusion of this course, faculty will have a strong foundation for their integration paper through the development of a list of biblical presuppositions of their discipline and a discipline specific bibliography.

1. **BIBLICAL PRESUPPOSITIONS:** Identify the axiomatic nature of biblical truth as the starting point for thinking about your discipline with a biblical worldview.
2. **CHRISTIAN INTELLECTUAL TRADITION:** Become familiar with the historical figures and developments of your own discipline that are a part of the Christian intellectual tradition in your area.
3. **INTEGRAL CHRISTIAN SCHOLARSHIP:** Engage in a program of research/scholarship *from* biblical and confessional commitments (not Christian or religious issues or topics).
4. **FACULTY TRAJECTORY:** Establish a good working path for growth toward becoming a long-term contributing member of the Geneva faculty.

Texts

AUTHOR	TEXT	PUBLISHER	ISBN
Augustine	<i>On Christian Doctrine and On The Teacher</i>	Prentice Hall	0024021504
Lewis, C.S.	<i>The Abolition of Man</i>	Harper One	9780060652944
Lewis, C.S.	<i>Screwtape Proposes a Toast</i>	William Collins	9780008192532
Dockery, David S. & George, Timothy F.	<i>The Great Tradition of Christian Thinking: A Student's Guide</i>	Crossway	9781433525131
Dockery, David S.	<i>Selections from Renewing Minds: Serving Church and Society through Christian Higher Education</i>	B&H Academic	0805447881
Marsden, George	<i>The Outrageous Idea of Christian Scholarship</i>	Oxford University Press	0195122909
Smith, David I.	<i>On Christian Teaching: Practicing Faith in the Classroom</i>	Wm. B. Eerdmans Publishing	0802873606
Plus	(2) Disciplinary Texts (TBD)		

COURSE POLICIES

Class Sessions: The course will be conducted as a seminar. We will meet monthly through the regular academic calendar. All participants are expected to bring completed reading response material.

GENERAL RECOMMENDATIONS

CLARKE & CARSON IS PIVOTAL. *Make this faculty development seminar a priority.* Establish brutally realistic weekly goals to complete the reading and responses within established, non-negotiable time slots in your schedule. The plan is demanding, but necessary if you are to achieve real development.

COURSE ASSIGNMENTS

Reader Response Reports: Reading is central to long-term learning in the course. We lead with content; therefore, the reading is crucial. The class is built on a word & deed, substance & style, content & form framework. ∂ *Literacy.*

- a. Please consult, “How to Mark a Book,” by Mortimer Adler. Read with a pencil or pen in hand and either write in your books or keep notes as you write.
- b. We will interact with the books with the assumption that all class members are familiar with the texts on a “first-read” basis—not mastered, but engaged. We will be working *from* these texts, not critiquing them. That is, we’re engaging the authors as additional teachers for our course (see *How to Read a Book* by Mortimer Adler).

Please prepare the following for each book to be submitted on the day the book is assigned in class (this will be repeated in the syllabus).

FOR EACH BOOK ASSIGNED

1. Abstract (100 words): Summarize the author’s *project* in the book.
2. Pivot Points: Identify one or two pivot points on which the argument of the book turns. (Not a literary transition, but a crucial point in the case.) Note the location and briefly state what makes it pivotal.
3. Provocations: What are three thought-provoking statements, paragraphs, passages in the chapter. Draft the provocation as an open question for class consideration.

You’ll need hard copy of your responses for class purposes, to share with colleagues.

Unless otherwise identified, all meetings are Mondays 11:15 AM – 12:10 PM in the President’s Office.

DATE	TOPIC	TEXT
September 11	Introduction (Syllabus, biblical presuppositions)	Selections from <i>Renewing Minds: Serving Church and Society through Christian Higher Education</i>
October 23	Biblical Presuppositions	<i>On Christian Doctrine and On the Teacher</i>
November 20	The Christian Intellectual Tradition	<i>The Great Tradition of Christian Thinking: A Student’s Guide</i>
December	The Christian Intellectual Tradition	<i>The Abolition of Man/Screwtape Proposes a Toast</i>
January	Christian Scholarship	<i>The Outrageous Idea of Christian Scholarship</i>
February	Christian Pedagogy	<i>On Christian Teaching</i>
March	Discipline Specific Resource	TBD. Present on one of the discipline specific resources selected.

April	Syllabus Case Studies	No Text. Bring an example of integration from one of your courses.
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