



# On-Campus Course Syllabus

## HUM 404

### Faith & Culture

### Spring 2024

#### Class Information

**Day and Time:** Tue 1:45pm-3:00pm, Thu 1:45pm-3:00pm

**Room Number:** Office of Kevin Stilley

#### Contact Information

**Instructor Name:** Kevin Stilley

**Instructor Email:** [kstilley@criswell.edu](mailto:kstilley@criswell.edu)

**Instructor Phone:** 214.818.1369

**Instructor Office Hours:** [By appointment](#)

#### Course Description and Prerequisites

Faith and Culture is a capstone course that will attempt a Biblically based critique of the ongoing integration of theology and modern thought. The various facets of western culture (music, art, literature, theater, etc.) will be examined, evaluating the strengths and deficiencies of each from the perspective of a Judeo-Christian worldview. Throughout this survey of art and ideas, the student will develop the analytical skills necessary to recognize and evaluate the contributions that modern (and postmodern) culture has made to the church, as well as our individual lives. (Prerequisites may be taken concurrently: THS 203 or THS 301)

#### Course Objectives

1. **Critical Analysis of Theological Integration:** Develop a comprehensive understanding of the ongoing integration of theology and modern thought, with a focus on critically examining the intersection of Biblical principles and various facets of western culture.
2. **Evaluation of Cultural Forms:** Evaluate and analyze the strengths and deficiencies of different forms of western culture, including music, art, literature, theater, and other expressions, through the lens of a Judeo-Christian worldview.
3. **Biblical Perspective Application:** Apply Biblical principles to assess and interpret cultural expressions, emphasizing the development of skills in recognizing how theology interacts with modern and postmodern cultural ideas.
4. **Survey of Art and Ideas:** Conduct a survey of significant art and ideas within western culture, exploring their impact on the church and individual lives, and gaining insights into the contributions made by modern and postmodern culture.
5. **Analytical Skills Development:** Cultivate analytical skills necessary for critically assessing the role and influence of culture on theology, as well as recognizing the reciprocal impact of theology on cultural expressions.

6. **Integration of Prerequisite Knowledge:** Integrate and apply foundational knowledge acquired in prerequisite courses (THS 203 or THS 301) concurrently, fostering an understanding of theological concepts that contribute to the course objectives.
7. **Synthesis of Learning:** Synthesize knowledge gained throughout the course to articulate informed perspectives on the relationship between faith and culture, demonstrating the ability to engage in meaningful dialogue on the topic.
8. **Application to Church and Individual Lives:** Connect theoretical insights to practical applications, exploring how cultural contributions affect the church and individual lives, and proposing constructive ways to navigate the challenges and opportunities presented.
9. **Communication of Analytical Findings:** Develop effective communication skills to articulate analytical findings and theological reflections, both in written and verbal forms, fostering the ability to engage in meaningful discussions within academic and community contexts.
10. **Ethical Considerations:** Explore ethical considerations related to the intersection of faith and culture, encouraging thoughtful reflection on the ethical implications of cultural engagement from a Judeo-Christian perspective.

## Required Textbooks

*Christ and Culture Revisited*, D.A. Carson, ISBN 9781467426046

*How Should We Then Live*, Francis Schaeffer, ISBN 9781433576911

*Bible* (please bring to each class session)

## Course Requirements and Assignments

### Class Attendance & Participation (30% of Course Grade)

Colloquy is an important part of the pedagogical process. All students are expected to attend class, be punctual, and participate appropriately in classroom discussion. To engage in classroom discussion of the assigned reading it is imperative that all reading assignments be conducted in a timely fashion. Students will receive credit for attending and participating appropriately in class. Absences or tardiness will adversely affect your grade. The professor will deduct points for disruptive behavior, lack of collegiality, failure to prepare for classes, or use of unauthorized electronic devices (see Course/Classroom Policies and Information).

The participation grade will incur a deduction of 5 points for every absence. Additionally, being tardy to class or leaving before the end of class on three occasions will be treated as equivalent to an absence.

## **Reading Assignments (30% of Course Grade)**

Assigned readings are expected for each class or lab session. To receive credit, students must self-report their completion of the assigned reading on Canvas by noon on the due date. Late reports will not be accepted.

## **Essay (40% of Course Grade)**

Prepare an essay on the topic: "Navigating the Tension: Living in the World, Not of the World"

Objective: Using discussions and reading from this course, and insight from previous coursework, explore the concept of living in the world while maintaining a distinct identity as individuals not of the world, grounded in relevant biblical, theological, philosophical, and practical perspectives.

Instructions: Write a well formed, well-researched essay addressing some (but not necessarily all) of the following key components:

1. Introduction:
  - Provide a clear and engaging introduction to the topic.
  - Define the concept of living in the world but not of the world.
2. Philosophical Foundations:
  - Examine philosophical perspectives on the tension between worldly engagement and maintaining a distinct identity.
  - Explore the works of relevant philosophers who have addressed this tension.
3. Theological Framework:
  - Investigate theological perspectives from various religious traditions on the balance between worldly involvement and spiritual distinctiveness.
  - Discuss scriptural references and theological teachings that illuminate the theme.
4. Practical Application:
  - Analyze real-world scenarios or case studies where individuals or communities successfully navigate the tension between worldly engagement and spiritual distinctiveness.
  - Propose practical strategies for applying these principles in contemporary contexts.
5. Challenges and Critiques:
  - Identify potential challenges or critiques associated with the concept of living in the world but not of the world.
  - Offer thoughtful reflections on how these challenges can be addressed.
6. Personal Reflection:
  - Share personal insights and reflections on how the concept applies to your own life or community.

- Discuss any challenges or successes you have experienced in embodying this principle.
7. Conclusion:
- Summarize key findings and insights.
  - Provide a thoughtful conclusion that leaves room for further contemplation.

Requirements:

- Length: 1500-2000 words (about 5-7 pages)
- Citations: Use appropriate citations to support your arguments.
- Deadline: Submit the essay by midnight April 16. Grades for late papers will be reduced by one letter grade for each day that they are late.

Evaluation Criteria:

- Clarity and coherence of arguments
- Depth of research and engagement with relevant literature
- Critical analysis of philosophical and theological perspectives
- Practical applicability and relevance of proposed strategies
- Personal reflection and connection to the topic
- Writing style, grammar, and adherence to citation standards

**Class Attendance**

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in

academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

**NOTE:** Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

**NOTE:** A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

## Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

## Grading Scale

Assigning grade definitions (i.e., above average, average, below average) is optional. Please delete the last column below if not assigning definitions. Additionally, delete these instructions when completing syllabus.

			Grade Definitions (optional)
A	93-100	4.0 grade points per semester hour	
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	

## Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

## Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

## Institutional Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

## **Institutional Email Policy**

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

## **Disabilities**

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

## **Intellectual Property Rights**

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

## **Research and Writing Standards**

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

## **Resources and Supports**

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech

support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at [studenttechsupport@criswell.edu](mailto:studenttechsupport@criswell.edu).

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or [studentservices@criswell.edu](mailto:studentservices@criswell.edu). The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu). Login credentials are emailed to students near the beginning of the semester.

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu).