

World Views *of the* Western World Year I

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.

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

INTRODUCTION

A. Key Moments — Key People — Key Ideas

What is the overall objective of our study? Our purpose parallels that of Dr. Francis Schaeffer as described in *HOW SHOULD WE THEN LIVE?*

Understanding the “key moments” of the past gives us understanding of our present. Understanding our present gives us wisdom for making decisions which may influence the future. While other history programs detail such key moments, this study goes one step further. In order to understand world views it is necessary to associate the key moments with the thinking, that is, the thoughts and ideas, the world views of the people who shaped and directed those moments. It is not enough to know the important dates and events of history. We must always be drawing our understanding back to the basic way of looking at life — the world view — held by those men and women who shaped our past if we are to truly understand our present and have any hope of making wise decisions involving our future. It is with this perspective that we attempt to understand *WORLD VIEWS OF THE WESTERN WORLD*.

B. A Way of Looking at Life

BUILDING A BIBLICAL WORLD VIEW

I. WHAT IS A WORLD VIEW?

II. WHY SHOULD WE LOOK AT LIFE FROM A WORLD VIEW PERSPECTIVE.?

[How Should We Then Live?] is a personal analysis of the key moments in history which have formed our present culture, and the thinking of the men who brought those moments to pass. This study is made in the hope that light may be shed upon the major characteristics of our age and that solutions may be found to the myriad of problems which face us as we look toward the end of the twentieth century.” Dr. Francis Schaeffer

Building A
Biblical World View
by
David Quine.

INSERT VIDEO

Without looking at a map:

- Draw the outline of the continental United States ...
- Draw your birth state ...
- Draw several states around your birth state ...
- Draw the Mississippi River.
- Draw several states on each side of the Mississippi River.

Each of us has an overall way of looking at the world, which influences what we do day by day. This is what we call a 'world view'. And all of us have a world view, whether we realize it or not. We act in accordance with our world view, and our world view rests on what to us is the ultimate truth.

Dr. Francis Schaeffer

Refer to Builders of World Views located in The Cornerstone Catalog. The arrows indicate ideas penetrating the various disciplines like ripples in a pond.

In our study we will see how ideas determine events. Decisions that lead to events are never made in a vacuum. To understand the direction culture is moving it is necessary to understand what world view the people of the culture hold to be true. You may be asking what is meant by a world view? According to Dr. Francis Schaeffer *world view* means a particular way of looking at life.

Ideas Have Consequences

There is a flow to history and culture. In the course of this study the thoughts and ideas, the world view, will be traced from century to century through the various disciplines. Ideas move from the minds of men to effect the various disciplines of life. Yes, ideas have consequences. It is our attempt to trace the effect back to its original cause, that is, to try to determine the world view of those people who have significantly shaped Western society. The various disciplines will be seen to be interrelated on the basis of what is considered to be ultimate truth.

7 Vital Question for 7 Groups of People

In this study the predominant world views of Western civilization and their impact upon the various disciplines will be correlated. To understand the world view a person holds to be true, we must know the answer to several important questions.

- Is there a God or gods? If so, what is He (or they) like?
- What is the nature of the universe — it's origin and structure?
- What is the essential nature of man?
- What is the basis of morality and ethics?
- What is the cause of evil and suffering?
- What happens to man at death?
- What is the meaning of history?

These are the important questions we answer as we build our own personal world view. These are also the questions we ask as we evaluate the ideas of others. What a person believes regarding the answers to these basic questions of life will determine the direction of his thinking and therefore his expression in the particular discipline in which he undertakes to influence. During this study keep these 7 Vital Questions in mind.

WHAT DOES THIS...

AUTHOR ...

COMPOSER ...

PAINTER ...

SCIENTIST ...

POLITICIAN ...

ECONOMIST ...

PHILOSOPHER/ THEOLOGIAN ...

BELIEVE REGARDING THE 7 VITAL QUESTIONS?

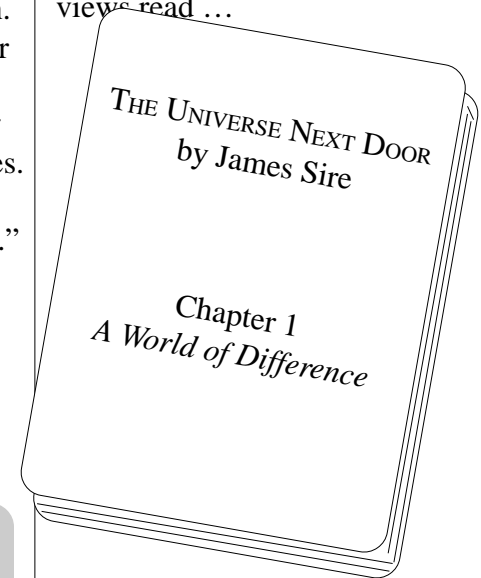
Deciding how we ought to live our lives and relate to others is dependent upon our answers to these and other similar questions. While most people on a day-to-day basis never get into discussions about the answers to many of these questions, their life decisions are certainly shaped and directed by how they have answered them.

As you drive up to someone's home what do you notice? Perhaps, the trellis of rose bushes or the steep sloped roof line. As you walk into their home what do you see? Do you notice the pictures of family or flower arrangements? Of course, there are many things that might draw your attention. As you step into the home you might begin your conversation commenting on one or more of these items. During the course of your time together you talk about many things. However, you probably never talked about the type of foundation the home was setting upon. You most likely didn't even notice. And yet, the safety and security of the home is based upon the foundation. In Dallas, Texas many older homes have foundation problems due to the type of soil in the area. The only time foundations are discussed is when you see a crack on the wall or when a family is considering the purchase of a home. It is then that the answers to foundation questions are sought. After you repair the foundation or are assured of its integrity, then you usually never think or talk about it again.

World views are our foundations. Although they are the basis for our lives, they are rarely discussed; and yet, everything hangs upon its integrity. Dr. Schaeffer explains that "most people catch their world view from their family and surrounding society the way a child catches measles. But people with more understanding realize that their presuppositions should be chosen after a careful consideration of what world view is true."

In our study we will deliberately raise these questions of authors, painters, composers, economist, and others. We will be looking for cracks. Even if they do not specifically talk about the answers to these questions, the integrity of their world view can be seen in their works. Jesus said you could know a person by his fruits.

- ☐ To expand your understanding of world views read ...



A WORLD OF DIFFERENCE
The Universe Next Door Chapter 1 by James Sire

I. INTRODUCTION

COMPARE AND CONTRAST THE PASSAGES OF MATTHEW ARNOLD, STEPHEN CRANE, THE PSALMIST, AND ALFRED TENNYSON.

THE BIBLE AND THE HOMERIC POEMS are considered the most influential books in Western culture. Bruce Metzger observes:

Of all the literary compositions by the Greek people, the Homeric poems are the best suited for comparison with the Bible ... In the entire range of ancient Greek and Latin literature, the *Iliad* ranks next to the New Testament in possessing the greatest amount of manuscript testimony.

[1] In antiquity men memorized Homer as later they were to memorize the Scriptures.

[2] Each was held in the highest esteem and quoted in defense of arguments pertaining to heaven, earth, and Hades.

[3] Homer and the Bible served as primers from which different generations of school boys were taught to read.

[4] Around both there grew up a mass of scholia and commentaries.

[5] They were provided with glossaries.

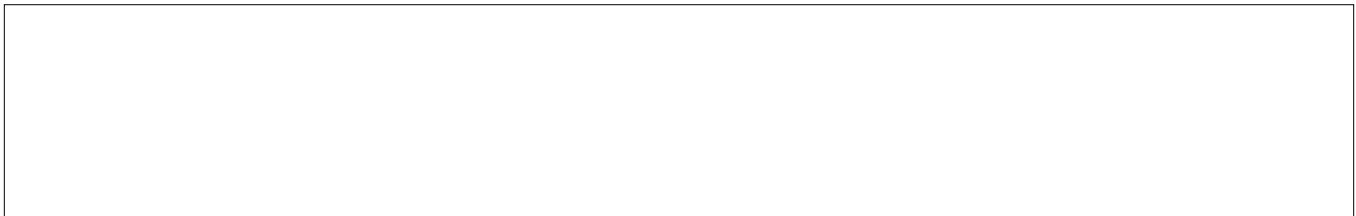
[6] Both fell into the hands of allegorists.

[7] Both were imitated and supplemented - one with Homeric Hymns and writings such as the *Batrachomyomachia*, and the other with apocryphal books.

[8] Homer was made available in prose analyses; the Gospel of John was turned into epic hexameters by Nonnus of Panopolis.

[9] The manuscripts of both Homer and the Bible were illustrated.

[10] Homeric scenes appeared in Pompeian murals; Christian basilicas were decorated with mosaics and frescoes of Biblical episode.



This completes the INTRODUCTION to WORLD VIEWS OF THE WESTERN WORLD.
The remainder of the study is in two sections:
THE BIBLICAL WORLD VIEW AND THE GRECO-ROMAN WORLD VIEW.
Refer to the **General Overview** for proper pages to use for the week-by-week study.

Dr. Schaeffer often uses the phrase
“*The God who is there*”. What does He mean?

God is seen as — God the Creator of history .

The God of _____ history.

The God of _____ history.

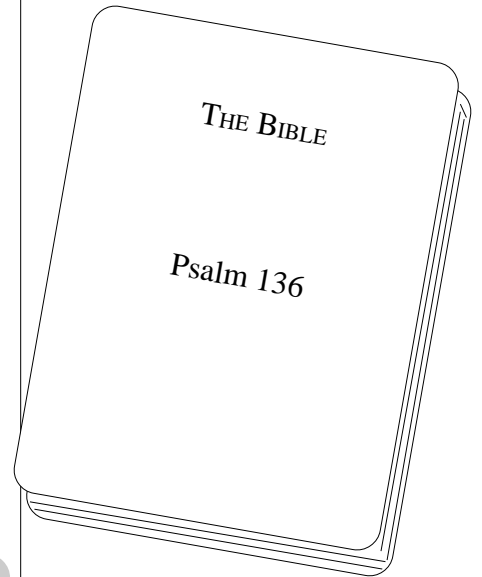
CREATION
CHAPTER 1
GENESIS IN SPACE AND TIME

I. IN THE BEGINNING

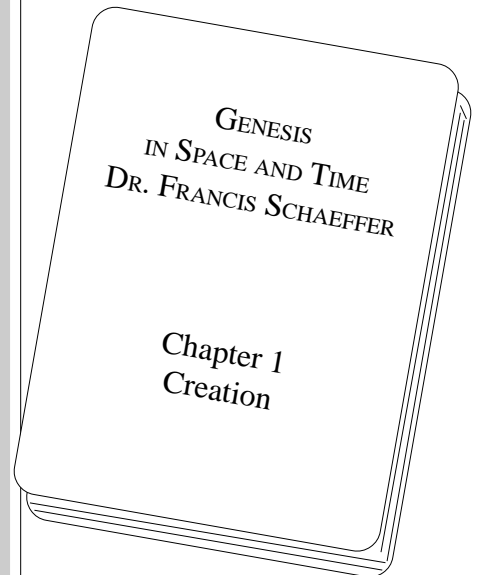
II. BEFORE THE BEGINNING

III. THE TRINITY

☐ Read Psalm 136.



☐ Read Chapter 1:
*Creation from GENESIS IN
SPACE AND TIME by Dr.
Schaeffer.*

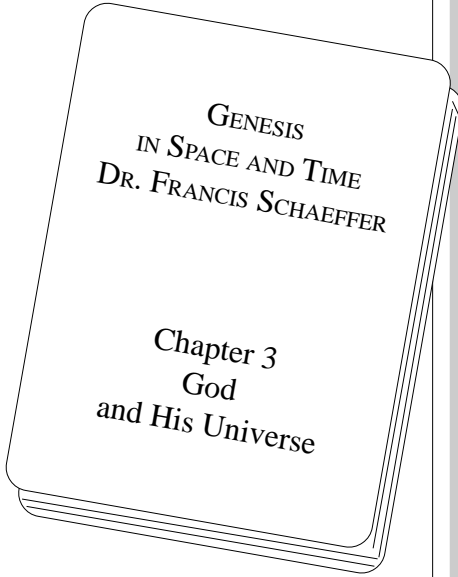


☆ Regarding truth how
does Dr. Schaeffer compare
the Jewish, the Greek, and
modern concepts.

Read Chapter 3: “God and His Universe” from *Genesis in Space and Time* by Dr. Schaeffer.

“As the Creator, God shapes and fashions and brings bare being into form — a form which is truly reflective of the One who fashions it. And when God is finished with this process, what He has made speaks of the God who made it.”

Francis Schaeffer, *Genesis in Space and Time*, page 37.



GOD AND HIS UNIVERSE

I. THE GOODNESS OF CREATION

II. DAY

III. CREATION & THE EXISTENCE & CHARACTER OF GOD

IV. CREATION AT PEACE WITH ITSELF

V. HISTORY IS GOING SOMEPLACE

The Flow of Thought —

The idea that
“Man has value and dignity”

rests upon

“Man being _____

in the _____ of God.”

which rests upon

“The existence of the infinite
and personal _____.”

THE JUDEO-CHRISTIAN VIEW OF HISTORY

CREATION

RESTORATION

FALL

TODAY

NORMAL — ABNORMAL WORLD
WORLD

The world is in conflict.

THE SECOND
COMING OF CHRIST.

The world
is at piece
with itself.

Write the psalmist's response to such knowledge (Psalm 95):

Week 8

WHY DID THIS HAPPEN TO ME?

DO I SERVE GOD FOR NOTHING?

WHAT IS THE PROPER VIEW OF HISTORY?

WHY? ... WHY? ... WHY? —

WHAT IS TO BE THE CHRISTIAN'S RESPONSE
TO THESE AND OTHER SIMILAR QUESTIONS?

Throughout all history people have tried to answer these and other similar questions. “When we cannot connect our woes to wrongs we have done, we conclude that our suffering is undeserved and unfair. Like Job, we struggle to understand our pain” (Roy Zuck, *Job*).

In the preface to *Affliction* Edith Schaeffer writes:

Everyone has struggled with the question Why? in the midst of his own or someone else's misery or difficulty. Affliction is a universal problem. Rich, poor, educated, uneducated, cultured, barbaric, city dwellers, farmers, bank presidents, street sweepers, musicians, coal miners, old, young, Eastern, Western — all people of every tribe, nation, and language group have experienced and are experiencing and will experience some form of suffering, troubles, disappointments, or tragedy, and will continue to do so in their daily lives....

Who has the answers to the often-heard questions: “How could a good God exist in the light of all the misery in the world?” or “If God created the world, then where did all the ugliness come from?” ...

This book is an attempt to look at the biblical explanations for the existence of affliction as well as an attempt to deal with the great variety of purposes to be found in the blending of faith, long suffering, love, and patience with persecution and affliction, as we go through examples from the real lives of modern and ancient people....

There is an inner excitement in the midst of stringency and hardship as a gymnast is preparing for the Olympics. Similarly, affliction — with the goal ahead, understood, and vividly in sight — is a different thing from the blind, dogged suffering of prisoners in a chain gang, being whipped, with no hope of anything beyond the present ugliness. The understanding comfort unfolded in these pages is a setting forth of the balance of some measure of the completeness of what God has given in His Word....

This book is not only to give some measure of fresh understanding, but some measure of comfort and some help in the practical area of how to go on in the next step of life.

Before actually reading each chapter of *Affliction* by Edith Schaeffer, read the Bible verses listed in the notes. These are the passages that she will use in explaining the particular topic of that chapter. Your study of these verses will help prepare you for the chapter. Study the Bible verses carefully. Consider what they say and what they mean. Use the *How To Study the Bible* as a guide (pages BWV 2 and 3).

Copy in your notebook from your Bible the verses or parts of verses that mean the most to you. Record how these verses impressed you.

THE CITY OF GOD

BY ST. AUGUSTINE

“... a shocking political and military event occurred. The supposedly impregnable City of Rome was attacked and ravished by the Goths in the year 410. Suddenly the Empire which had ruled most of the civilized world for centuries was dying. Throughout the Roman world, astonishment was followed by recrimination: one persistent rumor was that Christianity had sapped the strength of Rome. [‘It is true that the Christian religion forbids pagans to honor demons with unspeakable sacrifices’ (Augustine, *City of God*, page 67)]. The officials and citizenry of Rome were still divided into Christian and pagan groups. It takes no powers of imagination to picture the situation.

“A Roman official in North Africa, the Christian Marcellinus, wrote to Augustine, telling him about this charge against Christianity and asking him to refute it. This was the setting, then which occasioned the writing of the *City of God* (quoted from the introduction to *City of God*, page 8).

Before reading Augustine’s magnificent answer to this charge, you are to write an essay explaining your response to this same charge.

THE COMPLETED ESSAY

TITLE: DID CHRISTIANITY CAUSE THE FALL OF ROME?

AREAS OF DEVELOPMENT

AREAS OF DEVELOPMENT				
INTRODUCTORY PARAGRAPH	PARAGRAPH 1 DESCRIBE THE GODS’ PROTECTION OF PRIAM BEFORE THE ALTER AS TOLD BY VIRGIL • Topic sentence • Supporting sentences • Transitional sentence	PARAGRAPH 2 DESCRIBE THE KIND OF GODS TO WHOSE PROTECTION THE ROMANS WERE CONTENT TO ENTRUST THEIR CITY • Topic sentence • Supporting sentences • Transitional sentence	PARAGRAPH 2 DESCRIBE THE CHRISTIAN VIEW OF HISTORY • Topic sentence • Supporting sentences • Transitional sentence	CONCLUDING PARAGRAPH

IN THE FIRST FIVE BOOKS ST. AUGUSTINE will refute “those who think that many gods are to be venerated and worshiped. Such people hold that, in order to gain advantages for this mortal life and men’s temporal affairs, the gods are to be served with an adoration which the Greeks call *latreia* and which is due to the true God alone. Christian truth makes clear that these gods are false, that they are useless idols, or unclean spirits, or dangerous demons, or, at best, mere creatures and not the Creator. Of course, as everyone knows, neither my five Books nor any five hundred books are sufficient to silence folly and pertinacity. It is the glory of vain men never to yield to the truth. Such vainglory is a deadly passion for those it dominates. It is a disease that, in spite of every effort, is never cured — not because the doctor is inept, but because the patient is incurable.

“Those others, however, who reflect on what they read and judge it with little or no obstinacy in their previous error, will easily come to feel that, in the five Books ...I have said more rather than less, than the question in debate required. They will also agree that the ill will against the Christian religion which is stirred up by people ignorant of history and who blame on us the disasters of life and the crumbling and collapse of civilization is without foundation. It is not a conclusion of right thinking and reasoning, but the evidence of reckless and malicious animosity. The facts are clear, even though some of the scholars pretend not to know them, or, yielding to irrational hate, deliberately encourage the bigotry” (Book VI, pages 119-121).

PART ONE:
THE PAGAN GODS AND EARTHLY HAPPINESS

BOOK I
CHRISTIANITY DID NOT CAUSE THE FALL OF ROME

As you read this book notice what St. Augustine says about ...

- The traditions of war.
- The benefit of Christianity to the culture.
- The ‘good’ and the bad’.
- The real cause of the fall of Rome.
- The Providence of God and the judgments of God.

PREFACE

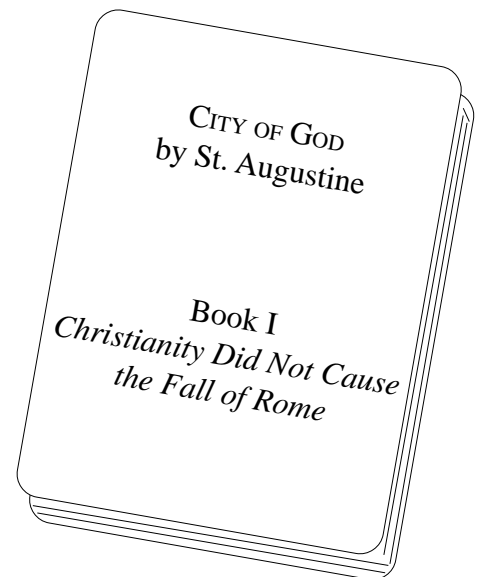
WHAT DOES ST. AUGUSTINE SAY IS THE PURPOSE OF THE WAR?

CHAPTER 1

WHAT ADVANTAGE WAS CHRISTIANITY TO THOSE IN ROME?

CHAPTER 2

WHAT ADVANTAGE WERE THE GREEK GODS TO PRIAM, THE SENTRIES, AND TROY?



THE ILIAD

☐ Add the following information to
The Book of the Ages:

Trojan War:
12th century B.C.
Homer:
8th or 9th century B.C.
Virgil: 70 - 19 B.C.

☐ *Read Book 1: The Iliad.*
If you have never read classic Greek literature before, it may seem a little difficult at first. Be patient, read carefully and thoughtfully.

is separated into 24 sections or books. As you are reading always look for the plot, character development, theme, and world view. At the end of each book tell back the story (or write a one paragraph summary), tell something about the characters, relate the plot and characters to the theme, and begin describing the world view on which the book is based.

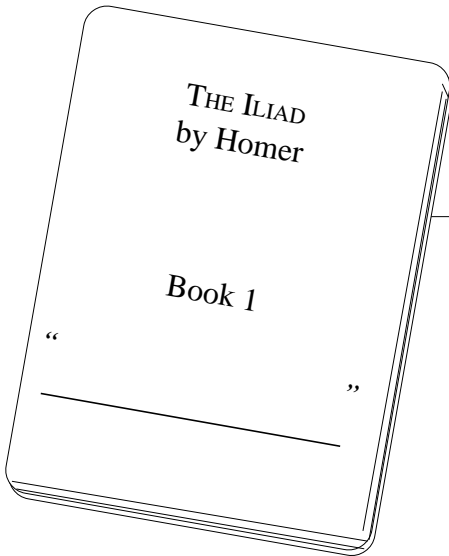
☐ As you read each book of *THE ILIAD* add the names of the gods and characters to the chart (see next pages). This will help you follow the interrelationships among the main characters, the plot, and theme. Although the characters of *THE ILIAD* are unfamiliar to most of us, they were familiar names to the people of Greece and Rome. They were as common as George Washington, and Abraham Lincoln are to those living in the United States.

THE POETS

THE ILIAD BOOK 1

Book One actually contains the theme to the whole work.
As you read the Iliad keep this thought in mind.

☆ Make a list of the main characters in Book 1.



After reading this passage write a title on the blank line in the drawing above. A title should be short, clear, and concise. In

God or Goddess	Human	
	Greek	Trojan

A CHARACTER STUDY

Though there are many characters in the *Iliad*, the main character is Akhilleus. What is his nature? What is he like? To gather information about his life make a chain reference to *Akhilleus*. Begin on page 11 line 2. Circle his name. Is his name mentioned on any other line on page 11? Go to page 12. Is his name on this page? What about page 13? Look at lines 63 and 67. Circle these references. Turn back to page 11 line 2. This line is the first reference to Akhilleus. Since the second reference is found on page 13, write *page 13* beside line 2 on page 11. This notation will direct you to the second reference. Next, turn to page 14. Is there any reference to Akhilleus on this page? Circle his name on this page. This page contains the third reference to Akhilleus. Go back to page 13 line 67 and write page 14 beside it. Continue looking through the *Iliad* circling the name Akhilleus and writing the page number to the next reference. When you finish you will have a chain linking all the references to Akhilleus.

Using your chain reference look for characteristics of Akhilleus. The following is list of characteristics. Circle all the words in the each list which you think best describe Akhilleus:

AKHILLEUS

List #1	List #2	List #3	List #4
Decisive	Stimulating	Supportive	Thorough
Independent	Enthusiastic	Willing	Persistent
Efficient	Dramatic	Dependable	Orderly
Practical	Outgoing	Reliable	Serious
Determined	Personable	Agreeable	Industrious
Harsh	Excitable	Conforming	Critical
Pushy	Egotistical	Awkward	Stuffy
Dominating	Reacting	Dependent	Indecisive
Severe	Manipulative	Slow	Moralistic
Tough	Talkative	Retiring	Picky

☆ Which list or lists are most dominant?

☆ Using your chain reference find passages from Akhilleus' life to illustrate three to five characteristics you have circled.

GODS OF DESTRUCTION

Ares is called the *god of war*. [page 51 line 561]

Satan is called the god of *destruction*. [John 10:10]

ARES — THE GOD OF WAR
Using *THE ILIAD* make a list
of words describing Ares.

SATAN — THE GOD OF DESTRUCTION
Using a Bible concordance make a
list of words describing Satan.

WRITING ASSIGNMENT — GODS OF DESTRUCTION

Use the information you have gathered about Ares and Satan to write a paragraph comparing their natures.

Title: _____

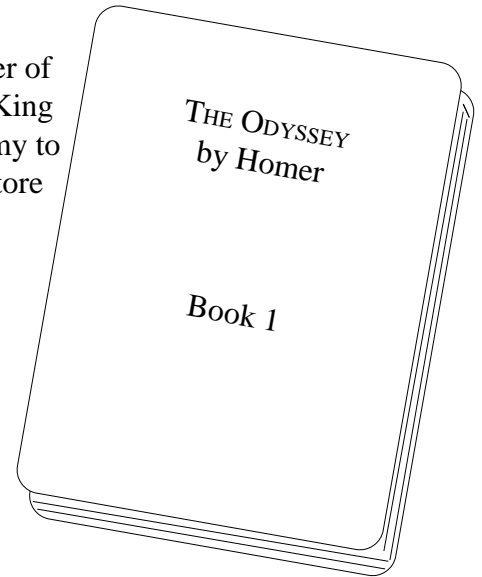
THE ODYSSEY

☐ Read Book One,
lines 1 - 34.

is the tale of Odysseus, King of Ithaka, husband of Penelope, father of Telemakhos, son of Laertes, personal friend of King Agamemnon and King Menelaus, and hero of the Trojan war. Odysseus had sailed with his army to take part in the mighty battle against the Trojans at Troy in order to restore Helen to Menelaus.

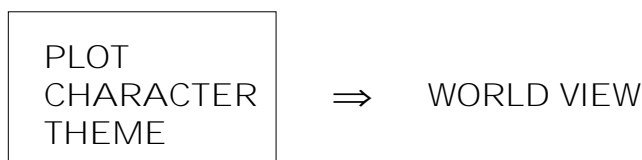
After ten years of bloody battle, Troy is sacked and destroyed. We will not learn of how this was accomplished until we read *The Aeneid* by Virgil. When the *Odyssey* begins ten more years have passed and Odysseus has still not returned home. This is a tale of his adventure.

This book is the second in a trilogy that would shape the thinking of the Greek and Roman world. The *Iliad*, the *Odyssey*, and the *Aeneid* are the pillars of the western world's cultural heritage. Although some parts of this story sound strange to our twentieth century ears, this book helped form the basis of life, religion, and culture to those of the Greek and Roman world.



ANALYZING THE ODYSSEY from a WORLD VIEW PERSPECTIVE

In order to understand the *Odyssey* we must consider the plot, character, and theme. Though each of these elements may be studied separately, the interrelationship among the three must always be maintained. As a whole the work reflects a particular perspective of life, a world view.



PLOT

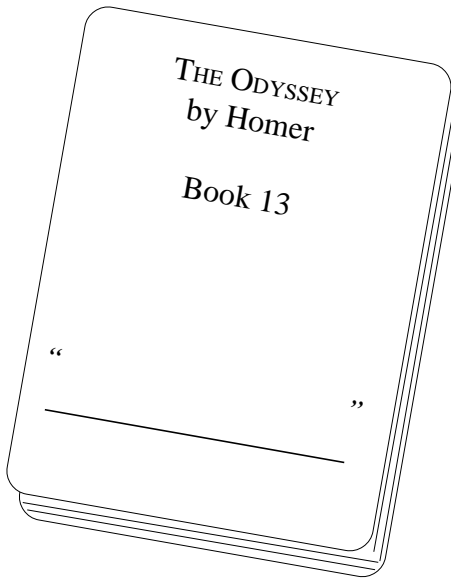
What happens to the characters of the *Odyssey*? What series of events take place? The plot is the flow of the story. According to James Sire in *How To Read Slowly*:

Every story has a flow of development. In the early stages, characters are introduced, the action begun, the setting is unfolded; usually some conflict or problem is introduced early on, and this is developed to some complexity. Finally, a peak or turning point is reached, the action falls away and the story comes rapidly to an end. Discerning the conflict, the characters or ideas involved, seeing its complications, detecting the turning point are all aspects of observing plot.

To help understand the story we should first simply tell it back. To help unravel the plot ask yourself:

THE ODYSSEY BOOK 13

☐ *Read Book Thirteen.*



This book extends the plot of the Odyssey, but more importantly expands our view of the Greek gods. Zeus, Athena, and Poseidon are the major gods in the Odyssey. As you read this book mark words or phrases that describe their nature and character.

This book opens with a farewell and celebration. At last Odysseus is homeward bound.

☆ Describe the prayers and offerings offered to the gods. [lines 1 - 79]

☆ Read lines 79 through 152. What happens in this passage?

☆ Notice the first word of line 152. Describe the attitude and action of the god that shakes the islands (Poseidon). [lines 152 - 235]

☆ What does Alkinoos say his father had prophesied and did it come to pass? [lines 215 - 235]

☆ Odysseus, who is still sleeping, is laid on the beach. When he awakes does he know where he is and what is his attitude? [lines 236 - 276]

☆ Who is the first person Odysseus meets and what advice does this person give? [lines 276 -]

☆ What insight in the character of Odysseus do we gain from the following passages?

... lines 318 - 325

... 370 - 382

... 417 - 424

☆ Athena explained to Odysseus that “I am always with you in times of trial, a shield to you in battle” [lines 384 - 396]. How did Odysseus respond to this knowledge? [lines 397 -]

☆ Why was Poseidon so angry with Odysseus? [lines 425 -]

☆ In line 444 we read “Then indeed Odysseus’ heart stirred with joy. He kissed the earth, and lifting up his hands prayed to the nymphs.” What was the basis of his excitement?

☆ Contrast the wife of Odysseus with the wife of Agamemnon? [lines 472 - 479]

☆ What plan does Athena set into action? [lines 499 -]

GREEK PHILOSOPHERS

SOCRATES —

PLATO —

ARISTOTLE —

☐ Add the following information to THE BOOK OF THE AGES:

Socrates:
469? B.C. - 399 B.C.
(executed)

Plato:
428 B.C. - 348 B.C.

Aristotle:
384 B.C. - 322 B.C.

Peloponnesian War — the war between Sparta and the Greek city-states of Athens:
431 B.C - 404. Athens is defeated in 404 B.C..

What is true — what is good — what is beautiful?

It is not an overstatement to say that these three philosophers — Socrates, Plato, and Aristotle — are in many respects the pillars of western thinking. But how many of us really understand the thoughts of these great philosophers? What did they believe about happiness, love, art, God, morality, reason, justice, and evil? Their sophisticated, complex and subtle ideas will be explored through listening to dramatized audio recordings as well as reading Plato's *Republic*.

7 Vital Question

These philosophers, perhaps more than any throughout history, have shaped the thinking of Western civilization. To understand their world view we must know the answer to several important questions.

- Is there a God or gods? If so, what is He (or they) like?
- What is the nature of the universe — it's origin and structure?
- What is the essential nature of man?
- What is the basis of morality and ethics?
- What is the cause of evil and suffering?
- What happens to man at death?
- What is the meaning of history?

☐ NOTE: This section on Greek philosophers may be the most difficult section in the entire study. Because this is your first exposure to philosophy there will be ideas that you may not understand. Listen and read very carefully. You will probably need to listen or read sections several times in order to understand what is being said. Do not give up. Learn all that you can and then move on.

As you listen to the dramatized audio recordings and as you read Plato's *Republic* observe the ideas these philosophers give to the seven questions. Write your observations on the following chart.

Once we begin to understand their ideas in these seven areas it is imperative that we measure their thoughts against the teachings of the Bible. Sometimes you will be asked to compare and contrast the ideas of the Greek philosophers with the Biblical world view. However, even when you are not asked to do so, it is your responsibility to ask "does this idea agree with what the Bible teaches, or does it contradict it?"

INTEREST IN PHILOSOPHY
Tape 1 • Side 1 • Section 3

OUTLINE

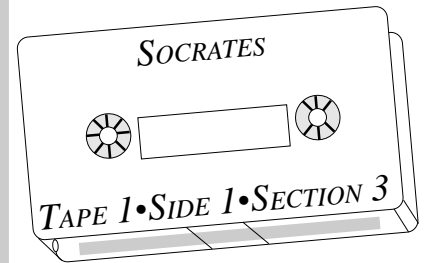
NOTES

I. GREEK GODS —
NATURE AND CHARACTER

II. HOW DID SOCRATES MISSION BEGIN?

III. WHAT IS THIS DIVINE MISSION?

Listen to the audio cassette recording *SOCRATES (TAPE 1 SIDE 1 SECTION 3)* by Knowledge Products.



Take notes as you listen. The outlines are for each section. Listen carefully and stop the recording often. You may need to even replay portions.

☆ What does Socrates say about the ‘*examined life and death?*’ Compare Socrates view of death with what Jesus said in John 12:20-32 and Mark 8.

☆ Socrates believed that souls are judged after death — those who were good are rewarded, the bad are punished, and those who lived a mixed life are both punished and rewarded. Compare Socrates view of rewards and punishments with the conversation Jesus had with Nicodemus found in John 3:1-21.

☆ Socrates viewed man as having a dual nature: both a body and a soul. The mind through reason, according to Socrates, would seek for absolutes or truth. The body on the other hand, because it sought pleasure, would hinder the soul in its search. The body, therefore, was viewed as evil while the soul (mind) was viewed as good. The greatest freedom occurs, according to Socrates, when the soul separates from the body.

SOCRATES DUAL NATURE OF MAN

Soul	—	Body
↓		↓
Good		Evil

☆ The Biblical world view says that man is created in the image of God. Man is both material and immaterial. The body is the material portion of man. The immaterial portion is the soul and spirit of man (I Thess. 5:23). However, the Biblical view sees man as a whole - not separate isolated parts.

BIBLICAL VIEW OF MAN

Immaterial	—	Material
↓		↓
Soul & Spirit		Body

The Biblical idea of *soul* refers to the persons self consciousness. The *spirit* is that aspect of man which reflects man’s origin from God. Some within Christianity separate the soul from the spirit; others see them as one. An interesting study is to use a Bible concordance to look up all references to the words *soul* and *spirit*. We know from Genesis chapters 1 and 2 that man was originally created *good* - all of man. Genesis chapter 3 tells us that we now live in an abnormal world — man is now in a fallen state. This includes man as a whole, that is, his body, his soul, and his spirit were *all* affected by his disobedience. At death the soul leaves the body, but not in the same sense as described by Socrates.

Read I Corinthians 15:35-40, Philippians 3:20 and 21, and Colossians 3:4.

ETHICS
Tape 1 • Side 2 • Section 2

OUTLINE

NOTES

I. QUESTION OF ETHICS

- WHAT DO WE NEED TO LEARN OR KNOW IN ORDER TO MAKE ETHICAL DECISIONS?
- CAN THAT BE LEARNED OR TAUGHT?
- WHAT'S THE RELATION BETWEEN KNOWLEDGE AND MORAL CHARACTER?
- WHAT BY CONTRAST IS THE SOURCE OF WRONG DOING?
- WHY SHOULD A MAN LIVE ACCORDING TO ETHICAL VALUES?

II. REASON AND THE MORAL LIFE

"ACCORDING TO PLATO THE MORAL LIFE IS CLOSELY TIED TO REASON. HE BELIEVED THAT REASON IS THE DISTINGUISHING FEATURE OF HUMAN NATURE, AND THEREFORE MAN CAN KNOW AND DO WHAT IS GOOD ONLY BY APPLYING REASON ITSELF. INDEED, BY ACTING IN ACCORDANCE WITH REASON AND THE GOOD, PEOPLE FULFILL THEIR TRUE NATURE."

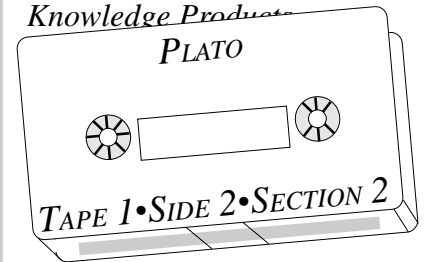
III. GOOD AND EVIL

IV. THE KEY TO ETHICS

V. EVIL AND PUNISHMENT

VI. HOW CAN WE ATTAIN THE KNOWLEDGE WE NEED TO ACT ETHICALLY?

☐ Listen to the audio cassette recording **PLATO** (Tape 1 Side 2 Section 2) by Knowledge Products.



☐ What is the Biblical answer to each question asked?

☐ Read Romans chapter 7 and 8. Does Paul agree or disagree with Socrates about making moral choices. Explain your answer.

☐ Retribution or Rehabilitation? Contrast Plato's view with the Biblical view.

☐ Does our culture embrace the view of Plato or the Bible regarding crime?

☐ Contrast Plato's view with the Biblical view regarding how a person becomes good.

WRITING ASSIGNMENT — A COMPARISON OF JESUS AND CAESAR

This composition will illustrate the comparison of Jesus Christ and Caesar Augustus. As in other essays the stages of this writing assignment will include: (1) making an outline; (2) writing paragraphs from the outline; (3) joining paragraphs together with transitional sentences; (4) writing an introductory paragraph and a concluding paragraph; and (5) giving the work a title. At the conclusion of each part of the essay have an adult go over it with you for additions and corrections.

MAKING AN OUTLINE

An outline is a general sketch of the composition. The outline allows you to see the *big picture* and the *supporting details* at the same time. (See the following pages.) Let these three characteristics serve as the body of the outline.

JESUS CHRIST AND CAESAR AUGUSTUS

I. Prophecy

II. Sacrifices

III. The Uniqueness of Jesus

- Using your notes fill in the outline.

At least two characteristics should be under each major area.

- Next, it is important to illustrate both characteristics with specific examples.

Add these to the outline.

- Complete the outline. Each major section (each roman numeral) will need at least two subsections.

Each of these subsections will need at least two illustrations. Each main section will become a paragraph of the essay.

WRITING A PARAGRAPH

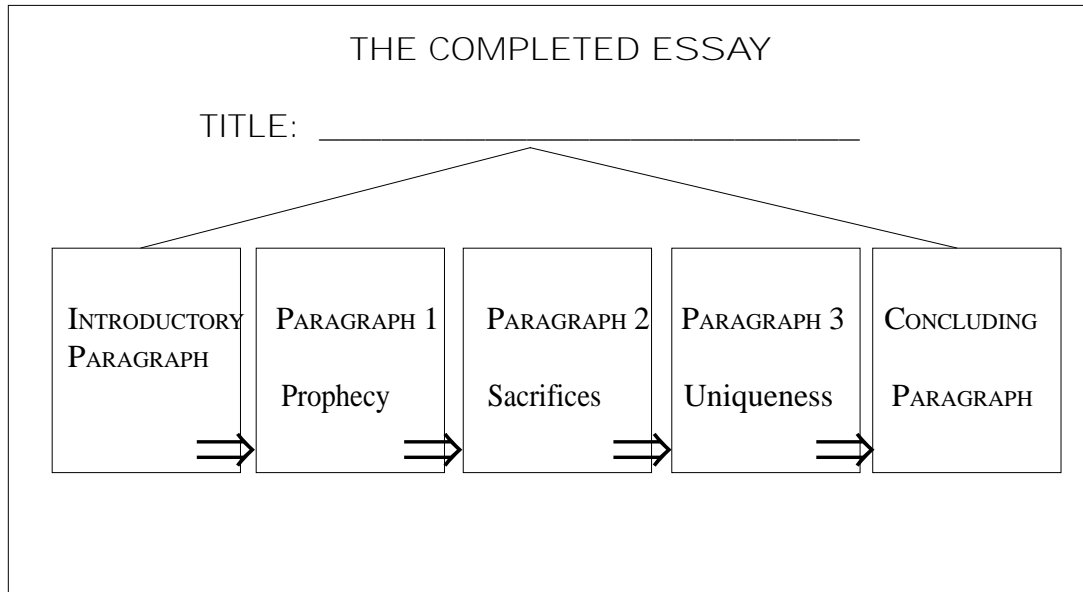
A paragraph is a group of sentences relating to a particular point, a single idea. Although each paragraph will contain several sentences, it will have only one main idea. The topic sentence in the paragraph clearly states the main idea of the paragraph. Write the topic sentence for each paragraph.

The next sentences in the paragraph will fill in the details of the topic sentence. These sentences will support and illustrate the main idea. Using your outline, write a paragraph for each main idea.

An essay has one overall objective. It is a unit and must have continuity of thought. In order to keep the paragraphs from being unrelated to each other, each paragraph needs one more sentence. This is the last sentence in the paragraph. This sentence acts like a bridge between the paragraphs joining them together. This sentence is called a transitional sentence. It points out the relationship between two paragraphs. Write topic sentences for paragraphs one and two.

INTRODUCTORY PARAGRAPH

The introductory paragraph should start with several thought provoking sentences. It should state the main idea of the whole composition in an attracting way. This paragraph acts like a *preview* of what is to follow. Write an introductory paragraph to your essay.



THE TITLE

An essay is a complete thought. The title should reflect the main idea of the essay. There are certain characteristics that a title should have:

- 1 - It should be short.
- 2 - It should be to the point
- 3 - It should capture the interest of the reader.

Write a title for your essay.

THE FINAL FORM

As you rewrite the essay in its final form make sure to follow all rules of grammar and form. The following is a partial list of such rules.

- 1 - The title should use capital letters.
- 2 - Indent the first word of every paragraph.
- 3 - Use your best hand writing.