

# ORGANIZATIONAL MANAGEMENT PROGRAM

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Module Eighteen  
September 2004



## **Life Applications of Biblical Values**

***ADVANCE* Program**  
**Ohio Valley College**

Student Guide  
Three-Week Module

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## **MODULE AT A GLANCE**

### **Life Applications of Biblical Values (2)**

“Application of the materials of the studies in Biblical perspectives and integration focused on practical situations, case studies, and identifying specific Biblical principles which inform a chosen course of action”

--Original course description  
1997-1998 OVC Catalog

#### **Module Description**

This module, the third and final module addressing biblical studies, is designed to build upon the work begun in the previous modules. Where the earlier courses examined the structure, content and themes of the Old and New Testaments, and sought to identify an underlying value system as displayed by appropriate narratives taken from the scriptures, this course is intentionally designed to develop a bridge for understanding the application of these values in life.

These applications are to be explored in a host of contemporary situations including the work place, home, other interpersonal relationships and the development of one's understanding of faith.

This exploration is to be aided by the critical evaluation of a variety media which can instructional value. Class members will explore, review and read contemporary written and visual works, Biblical narratives and case studies as they develop their skills in identifying specific principles and determining how they have, or should have, been applied. The ability to recognize the influence of principles and values upon behavior continues to be emphasized as a means for revealing one's ethical framework. Comparisons to the message of Scripture then allow each student to determine their implications for what it means to be engaged in daily Christian living.

A large portion of the course work for this module will focus upon identifying the role of principles and values in addressing workplace and interrelationship challenges. The appropriate role of religion and genuine faith within the marketplace and in public will be examined. The tension between biblical values and personal freedoms within a diverse, democratic society will be discussed. The legitimate role of Christianity (Judeo-Christian ethics) within our culture will be examined as well as the issue of religious coercion and intimidation by those who express personal faith.

## **Module Overview**

Having experienced a non-threatening and open atmosphere in the two previous biblical studies modules, most students will come to this “Bible class” without the fear that often characterizes earlier modules. Students are reminded that the purpose of these modules is to encourage open inquiry into the foundations and implications of religion, and specifically of the Christian faith in its various dimensions.

While an expanded knowledge of the biblical text is a desirable outcome of these modules, they are designed to encourage the discovery of the foundations of Christian ethics and provide a means for their application to contemporary life. The accessibility of Scripture, the legitimacy of each individual to become engaged in theology, has been expressed throughout these modules.

This module now challenges students to use the skills which they have developed to identify principles and values. Knowing the stories of the Bible is not the desired ultimate outcome. The desired outcome is the development of student’s ability to apply what they are learning (a life-long pursuit) from scripture and integrating it into a life that is an expression of genuine faith.

The successful completion of this module will see students review, evaluate, and react to various media outside the classroom, pursue an individual research paper approved by the instructor, present the biblical principles explored in that project to the class, and participate in classroom discussions, lectures, and group projects.

## **Learning Outcomes**

1. The student will develop an understanding of the development of religion, and specifically of Christian religious thought.
2. From the study of various biblical narratives and contemporary media, the student will be able to extrapolate appropriate behaviors today when faced with similar situations, based upon an understanding of the interrelationship of principles, values, and behaviors.
3. The student will be able to define correlative principles, values, and behaviors in a variety of biblical and contemporary situations.
4. The student will be able to apply class content in the context of interpersonal relationships, organizational culture and dynamics, and transitions.
5. The student will examine the relevance of biblical faith to daily life and individual purpose.
6. The student will be able to discuss the role of religion in contemporary culture.
7. The student will once again experience the value of journaling as an introspective and reflective method for understanding one’s emotions and reactions to the surrounding world.

## External Resources

### Required Books

NIV Study Bible (or comparable)

### Required Outside Resources

The faculty facilitator will provide the students with a list of appropriate outside resources. Many books may be found in the Ohio Valley College library.

## Evaluation

Although the faculty member or facilitator must finally determine the basis of evaluation, the following is recommended:

Class Participation (8 pts. Per meeting)	24
(Weekly questions, 2 pts)	6
Written assignments (3)	30
Research Project	30
In-class Presentation of Biblical Values	<u>10</u>
Total Points	100

### Attendance and Participation

While the faculty facilitator must take time to ascertain that students understand the specific requirements for each of the above categories and that any changes in the grading system are clearly and carefully set forth, it is also the responsibility of the student to make certain he or she understands the assignments and the grading system.

Class participation (including attendance) is a major portion of the student's grade. This is so because in this class much learning takes place in the interaction and discussion within the classroom. Generally, there is no suitable substitute the student interaction found in the classroom, especially in cohort-based learning experiences. Students who habitually miss class or are late for class not only deprive themselves of this experience and learning, but also diminish the experience of others. The weekly grade for class participation will be lowered one point if the student is more than 30 minutes late, two points in the student is over an hour late. Students with special conflicts should consult with the faculty member as soon as possible regarding attendance.

## Notes on Student Assignments

To encourage reading and reflection, students should submit a question based on the reading, viewing, or research assignments at each meeting. The questions may reflect the students' areas of confusion or lack of understanding, or may be about other issues raised by the readings. The question should not be a general "curiosity" question, but should have in some way been raised in the student's mind by the reading and reflections used in preparing for that class meeting. The student should note that this is a part of the assignments included in the grading system.

The written assignments include a series of thought questions meant to guide the student's viewing and reading of selected media. Students are expected to fully engage the media and present work that demonstrates critical thought, reflections based upon values, principles, and ethics informed by a Christian worldview, and conclusions that arise from their evaluation of the material.

The research project, which accounts for approximately one-third of the student's grade, is the centerpiece of the student's assignments. Each student is to identify a problem or challenge that arises from a contemporary workplace or societal situation which could be faced by the student. Project proposals are to be presented to the instructor for approval. Successfully completed research projects will include

- (1) A cover page
- (2) A statement of the problem (an abstract is desirable)
- (3) Identification of related biblical principles, values, ethics
- (4) An exploration of appropriate, related biblical texts
- (5) A plan of action, based on this work, for approaching the problem
- (6) A bibliography of not less than five outside sources (not including biblical texts and various biblical translations)
- (7) The paper, minus cover page and bibliography, should be six - twelve pages in length
- (8) Pages should have no more than a one inch margin on all sides (no more or less on the top or sides; no less than half an inch at the bottom)
- (9) Preferred fonts are Time New Roman 12 inch or Courier New 10 inch, double-spaced

The in-class presentation of biblical values is an opportunity for each student to share with the other members of the cohort their findings from the biblical text, and supporting materials, explored as they prepared their research project. A generic statement of the problem or other explanation that maintains the confidentiality of their workplace should be included in their introduction. Presentations are to be five to ten minutes in length. A hardcopy of the outline used for the presentation is to be presented to module's facilitator immediately prior the time it is shared with the class.

Details of other student assignments will be given in class.

## **Adult Learner Assignments**

*[Note: students are to have assignments completed when they arrive at class. Assignments marked “week one” should be completed before the first class period, etc. All work must be completed on time to receive full credit.]*

### **MEETING ONE**

1. Write a report addressing the first two biblical studies modules in preparation for class discussion. This paper should include significant discoveries or insights gained in these classes as well reflection on the growth the student has experienced or how the modules have aided in the development of an understanding of the Bible. Note should be made of how the student views the integration of these two modules in the overall program; Papers should be printed or typed, double spaced, Times New Roman 10-12 point font or Courier New 10 point font, and should be 3 – 4 pages in length
2. Review of the Decalogue (Exodus 20; Deuteronomy 5) and of New Testament passages dealing with a Christian basis for moral understanding and ethical decision-making (Ephesians 4-6; Matthew 5-7; Romans 1-3; 1 Corinthians 6:9-11)
3. Question of the week

### **MEETING TWO**

1. Review of written assignments (choose two of the four movies to review; choose two of the four “books” in Mere Christianity to answer questions)
  - a. 12 Angry Men
  - b. Schindler’s List
  - c. Shadowlands
  - d. The Passion
  - e. Mere Christianity
2. View excerpts from the above movies (or others, at the faculty facilitators discretion) and discuss them in class
3. Review the following biblical texts for class discussion
  - a. Galatians 5:13 - 6:5
  - b. Matthew 22:32-40; Luke 10:25-37; Mark 12:28-34
  - c. Mark 12:13-44
  - d. Luke 18:9-14
  - e. Mark 7:1-23
4. Question of the week

### **MEETING THREE**

1. In-class presentation of Biblical Values
2. Review questions from movies and Mere Christianity are due
2. Question of the week

## **Module Outline**

### **Meeting One**

#### Section 1

Overview module, assignments, goals  
Share, discuss and submit synopses  
Review of content of previous biblical studies modules

#### Section 2

Preview of this final Bible module  
Overview of research project  
Discussion of Christian ethics using Ephesians 4 – 6 (and related passages)

#### Section 3

Discussion of Christian ethics (Old and New Testament foundations: Decalogue, Ecclesiastes, James, 1 Corinthians, Romans and 1 Peter)  
Question of the week

### **Meeting Two**

#### Section 1

Review of 12 Angry Men  
Review of Shadowlands

#### Section 2

Review of Schindler's List  
Review of Mere Christianity

#### Section 3

Question of the week  
Discussion of biblical texts

### **Week Three**

#### Section 1

In-class presentations of Biblical Values

#### Section 2

In-class presentations of Biblical Values

#### Section 3

Question of the week  
Discussion of biblical texts  
Conclusion

## **Mere Christianity**

Book I: Right and Wrong as a Clue to the Meaning of the Universe

### The Law of Nature

1. How does Lewis define and use this term? How does it relate to the concept of absolute truth?

### Objections to Lewis' Natural Law

1. How does Lewis explain the difference between instinct and the natural law?
2. What objection(s) does Lewis raise to the idea of moral law simply being based on how one has been trained?

### The Reality of Law

1. What does Lewis mean when he claims the law of nature (moral law) is not constructed by man? Do you agree? Why or why not?

### What Lies Behind the Law

1. Lewis notes some limitations of science: Discuss some limitations and their implications for man.

### We Have Cause to be Uneasy

1. Do you agree with Lewis' assessment of the general direction of mankind?
2. Lewis states that God is not soft or sentimental. Do you agree?
3. What does he mean by this assertion? How does this differ from some popular concepts of God?

Read Romans 1 - 3. List at least three arguments made by Paul that are similar to the arguments made by Lewis in this book.

- 1.
- 2.
- 3.

## **Mere Christianity**

### Book II: What Christians Believe

#### The Rival Conceptions of God

1. What are the different beliefs in God as outlined by Lewis? What does he use as the basis for these classifications?
2. List the two major ideas about God discussed by Lewis in this chapter.
3. What is Lewis' answer to his earlier (atheistic) objection to the existence of God?

#### The Invasion

1. What are the two views of good and evil discussed by Lewis?
2. Why does Lewis state we "go to church"? Do you agree? Why or why not?

#### The Shocking Alternative

1. Can one possibly have a free will and be incapable of doing wrong? Why or why not?
2. What is the great sin Satan has taught mankind? Is this addressed in Exodus 20:1-17?
3. Why can't Jesus be considered a good moral teacher without accepting his deity?

#### The Perfect Penitent

1. Why does Lewis suggest God sent Jesus to the earth to die? How does this relate to Romans 5:6-8? 1 John 4:7-12?
2. What does the word repentance mean? How does Lewis suggest God helps in this process?

#### The Practical Conclusion

1. Christianity is more than an intellectual affirmation of certain facts about Jesus—it also involved physical activity... Why?
2. What is to be the Christian's motive for doing what is right?
3. How does Lewis deal with the concept of new life being available only to Christians?

Look at 1 Peter 2:21-24. How does this relate to the "Practical Conclusion" of Lewis? List at least three scriptures that could be raised as objections to the concept of Jesus simply being a good moral teacher (scriptures that claim he is more).

- 1.
- 2.
- 3.

## **Mere Christianity**

### Book III: Christians Behavior

#### The Three Parts of Morality

1. List Lewis' three parts of morality.
2. Why is the "as long as I don't hurt anybody" philosophy is considered non-Christian?

#### The "Cardinal" Virtues

1. List the seven virtues. Which are cardinal and which are theological?
2. Compare the list above with 1 Corinthians 13 noting where any are mentioned.

#### Social Morality

1. In what way does Lewis believe "the Church" can legitimately lead in society?
2. What three societies does Lewis mention? What did they condemn that ours embrace?

#### Morality and Psychoanalysis (psychoanalysis was more popular in Lewis' time)

1. Are there similarities between one whose anger kills and whose anger causes laughter?

#### Sexual Morality

1. What is the difference between social modesty and Christian chastity?
2. Describe Lewis's food analogy. What does this say about sexual morality?

#### Christian Marriage

1. To what does Lewis compare divorce?
2. What does love's passion compel two people to do?

#### Forgiveness

1. What does Lewis suggest one do to aid in the process of "loving your enemies"?
2. Does forgiveness imply there will be no consequences? Why or why not?

#### The Great Sin

1. What are the four misunderstandings about pride listed by Lewis? (See Phil. 2:3-11)

#### Charity

1. How does helping the poor relate to our understanding of God's love?

#### Hope

1. What desires for Heaven are present within us all?

#### Faith (& Faith, level II)

1. What is Lewis's definition of faith? How does this relate to Hebrews 11:1?
2. What is the new of obedience mentioned by Lewis?
3. What two parodies of faith have Christians been accused of believing?

## **Mere Christianity**

Book IV: Beyond Personality or First Steps in the Doctrine of the Trinity

### Making and Begetting

1. How does Lewis define the word Theology?
2. What is the difference between begetting and creating?

### The Three-Personal God

1. How does Lewis explain the difference between God's personality and a human's?

### Time and Beyond Time

1. How does Lewis conceive of God being able to hear prayers offered at the same time?
2. If life is a straight line, where is God in relation to the line?

### Good Infection

1. What advantage(s) does Lewis see in using the Bible to explain the relationship between God (eternal, the Father) and Jesus Christ (the Son)?
2. What is key difference mentioned between Christianity and other religions?
3. What is the "good infection" to which Lewis refers in this chapter?

## **Listening guides for movies—review questions**

### **Shadowlands**

1. Provide a brief summary of the movie's basic story-line (no more than 250 words).
2. What is your initial reaction to the movie? How does it apply to the application of biblical values?
3. Note the development of Lewis's view of pain from the beginning of the movie to the end. How does it change? What leads to this change?
4. How do Lewis's contemporaries view his convictions? Choose two characters in the movie and share their view of Lewis's faith.
5. What relationships does Lewis see between pain and happiness, suffering and love?
6. Look up one or two reviews of the movie and list at least three areas where the author of the play expresses philosophical views that are at odds with those held by Lewis.

### **12 Angry Men**

1. Provide a brief summary of the movie's basic story-line (no more than 250 words).
2. What is your initial reaction to the movie? How does it apply to the application of biblical values?
3. The theme of prejudice and bias is seen throughout the movie. Name at least three forms of bias or prejudice revealed by the jurors. Read James 2: How might this apply to the subject of bias or prejudice?
4. Choose three jurors. Provide a brief description of each and the factors that influenced their initial and eventual decision about the guilt or innocence of the accused.
5. Describe the process by which proper values are applied in these deliberations. What challenges to their application are evident? How are these overcome?
6. With which individual in the movie do you most easily identify? Why?

### **Schlindler's List**

1. Provide a brief summary of the movie's basic story-line (no more than 250 words).
2. What is your initial reaction to the movie? How does it apply to the application of biblical values?
3. Since Germany was/is considered a "Christian nation" how do you explain their authorship of the holocaust? (What is the meaning of this word?)
4. Compare the Oskar Schindler you are introduced to in the beginning of the movie with the one who is found at the end. What caused the change?
5. If there are no "absolutes" was Hitler wrong in what he did? Why or why not?
6. Read the parable of the Good Samaritan found in Luke 10. Compare this story to the story of Schindler's list. Suggest a parallel for each character in the parable and a character (or group of characters) in the movie.

### **The Passion of the Christ**

1. Provide a brief summary of the movie's basic story-line (no more than 250 words).
2. What was your initial reaction to the movie? How did it compare to:
  - a. what you knew (or thought you knew) about the story of Jesus?
  - b. the reviews (positive and negative) you heard before and immediately after its release?
3. List at least five "main points" you think the movie is attempting to make about the arrest, trial, beating and crucifixion of Jesus. Relate at least two that deal with Jesus' view of ethical behavior.
4. What part of this telling of the story did you find to be the most difficult to watch? Why?
5. How does Pilate's struggle with his decisions concerning what is to be done with Jesus relate to the process of ethical decision making for a Christian?
6. Read all four gospel accounts of the arrest, trail, beating and crucifixion of Jesus. Compare them to the material found in the movie. Find at least five items that were either "added" or were not mentioned—why do you think they were added or subtracted?