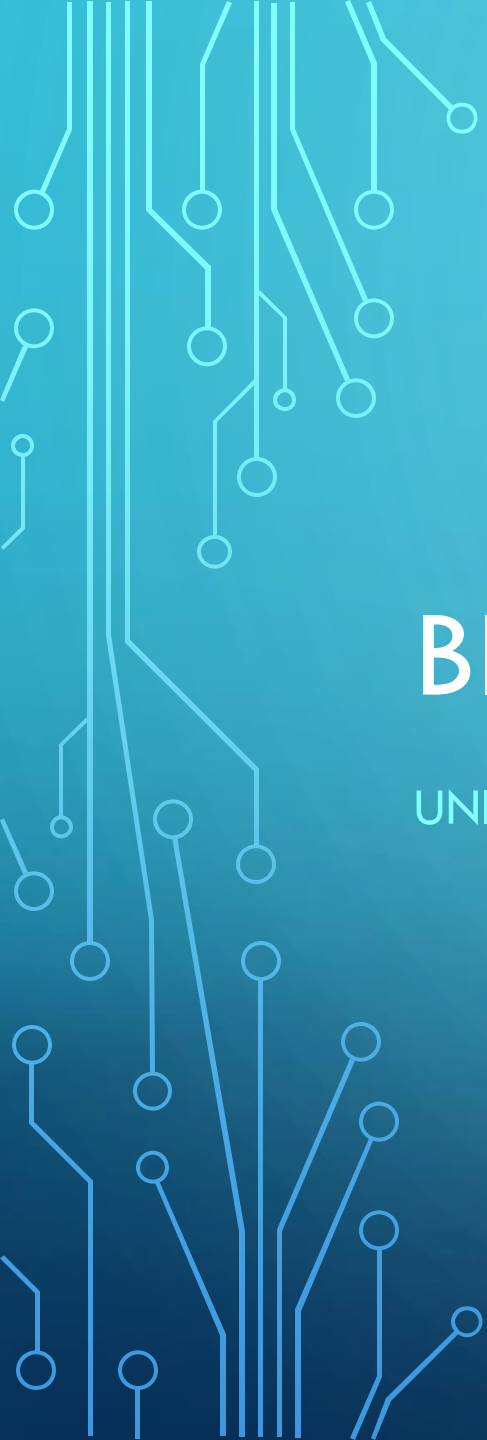
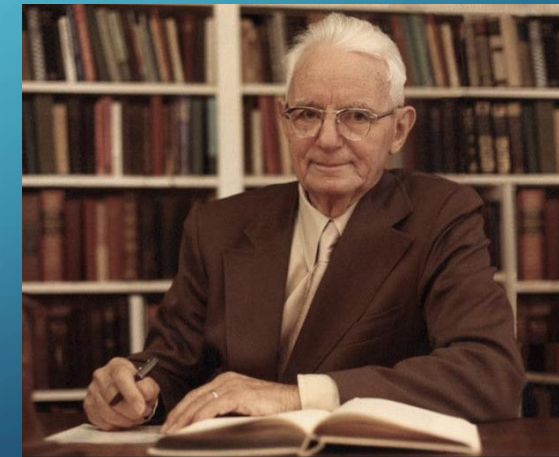
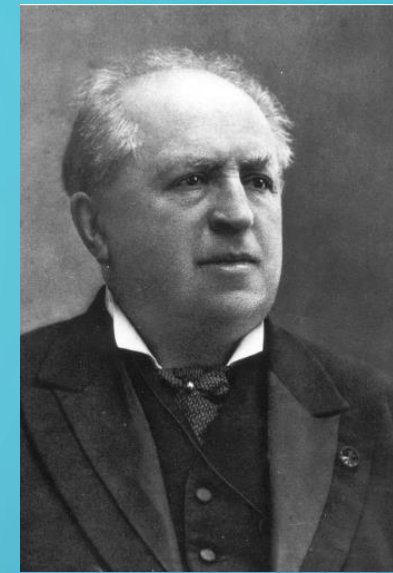
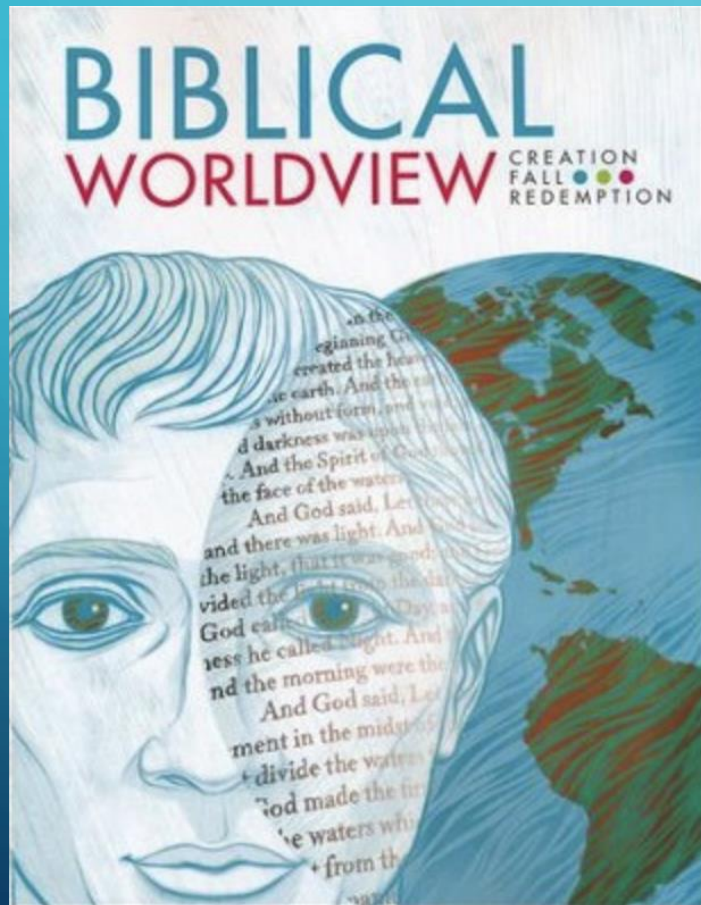


A decorative graphic on the left side of the slide consisting of white and light blue lines that resemble a circuit board or a tree structure, with small circles at the ends of the branches.

BIBLICAL WORLDVIEW

UNIT 1 - WORLDVIEW PART 1: OVERVIEW

STRUCTURE OF THE CLASS



PURPOSE OF THE CLASS

- 1. Glorify Christ (take every thought captive to Christ/ opposing all other competing kings)
- 2. Discipleship: to glorify God and to enjoy Him
 - a) Renewal of your minds/ renewed unto knowledge
 - b) Defense against spiritual warfare (glory of the Christian position, bankruptcy of the non-Christian position/ lies of Satan: myth of neutrality)
 - c) Sight and Speed in Service to Christ
 - d) Worship and Devotion to God (prayer life during meals/ jobs/ school work)
- 3. Evangelism (discernment and skill in touch points/toolkit)



IDEAS HAVE CONSEQUENCES

- J Gresham Machen: “What is today a matter of academic speculation begins tomorrow to move armies and pull down empires.”

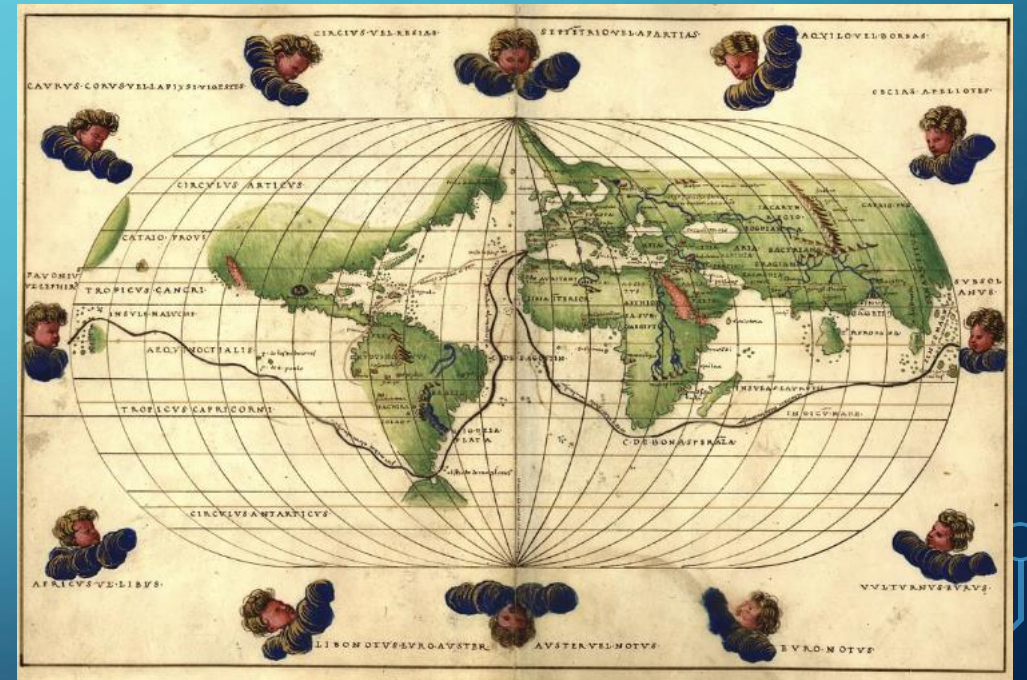
WORLDVIEW

- Textbook: A chain, building, lens
- Head-heart commitments
- “Out of the abundance of the heart the mouth speaks → the mind thinks/ or the eye sees”



INGREDIENTS OF A WORLDVIEW

- Map-making illustration
- Head-heart commitments
- Metanarrative



THE CHRISTIAN METANARRATIVE

- The Triune God of the Bible created the world out of nothing in 6 days and all very good for His glory. Man was created in God's image in knowledge, righteousness, and holiness, and he was to be like God in ruling and exercising dominion over the creation, and Man fell from the estate wherein he was created by sinning against God. God, in His grace, has entered into the world now cursed with sin by sending His only Son, Jesus Christ, to save mankind from the estate of sin and misery by His death and resurrection. Christ has ascended into Heaven as the Exalted Lord of glory and is coming again to judge the living and the dead. Whoever has the Son has eternal life and waits for the resurrection of the dead and the arrival of the new heavens and new earth where Christ makes His blessings flow far as the curse is found. This we know through the Scriptures of the Old and New Testaments by the Holy Spirit.

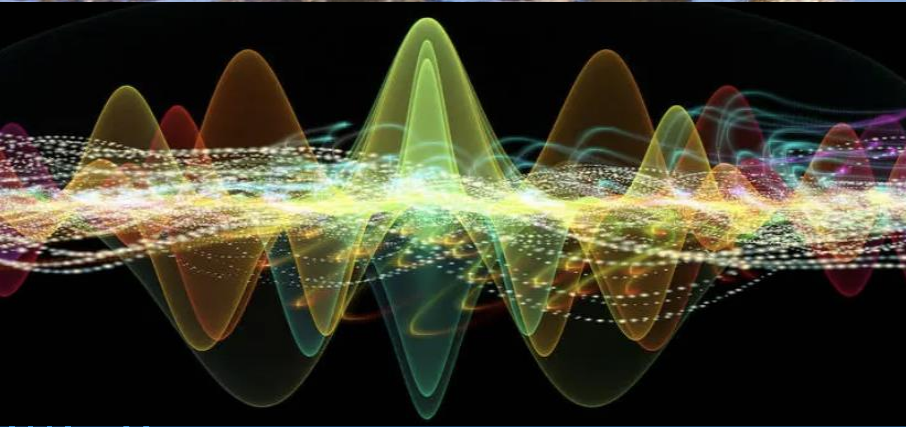
CHRISTIANITY AS A WORLDVIEW

- Herman Bavinck: What am I? What is the world, and what is my place and task within this world? Autonomous thinking finds no satisfactory answer to these questions...But Christianity preserves harmony and reconciles the human being with God and, through this, with itself, with the world, and with life.”
- What am I? Where did I come from? How does my mind relate to the world outside me? Do I, and how can, I know? How should I act? And what is the point of life? To where am I going?

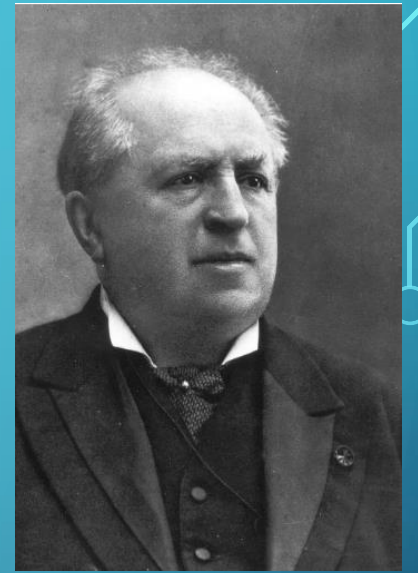
CHRIST IS LORD, GOD, AND SOVEREIGN

- Colossians 1:16-17
- Psalm 110:1
- Matthew 28:18
- Ephesians 1:20-23, Philippians 2:8-11
- Revelation 19:6

$$2+2=4$$



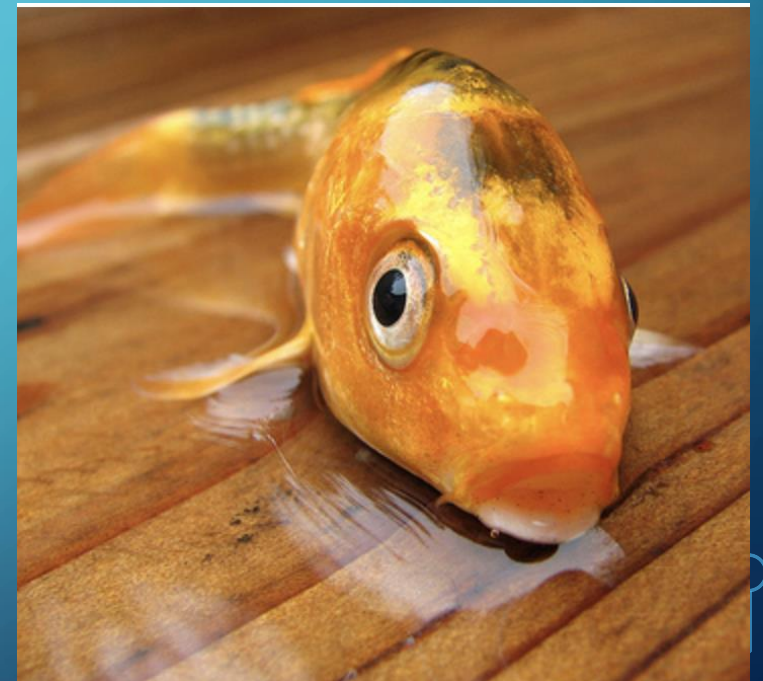
FREE UNIVERSITY OF AMSTERDAM



- October 20, 1880 Inauguration Address: Sphere Sovereignty
- "And because a principle, sowing seed according to its kind, cannot rest until all its germs [seeds] are budding in scientifically ordered coherence -- it had to come; it had to come with logical consistency, urged by a driving inner force, to what has today become a reality, namely the launching of this indeed small and unseaworthy vessel, but which, chartered under the Sovereignty of King Jesus, expects to display in all ports of learning its flag."



HOUSE-BUILDING ACCORDING TO OUR PRINCIPLE



PRINCIPLE WEAVING

- Do the apostles tell you that a postgraduate course at Jerusalem or Athens will gradually and naturally lead to His higher knowledge? No, the reverse is true. That rabbi (Jesus Christ) will impress upon you that His treasure of wisdom had been hidden from the wise and prudent, and revealed to babes.



PIGEON-HOLE KNOWLEDGE?

- “Do you feel that there exists a science, worthy of the name, whose professional knowledge is separated from others in pigeonholes?”
- Starting point only for theologians and not for physicians, jurists, etc.?



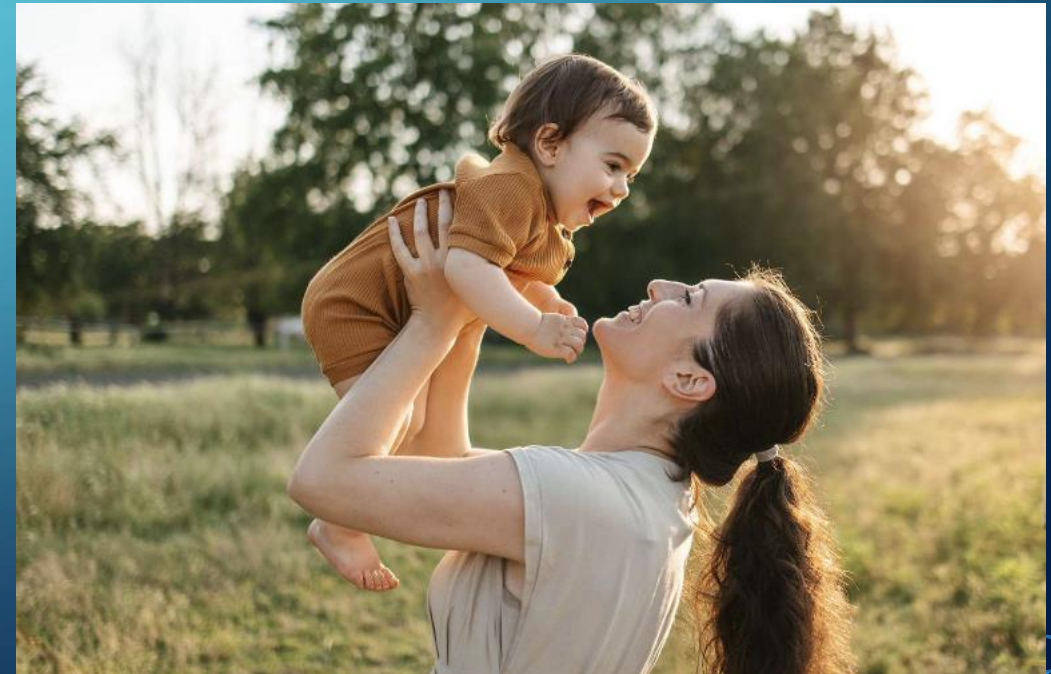
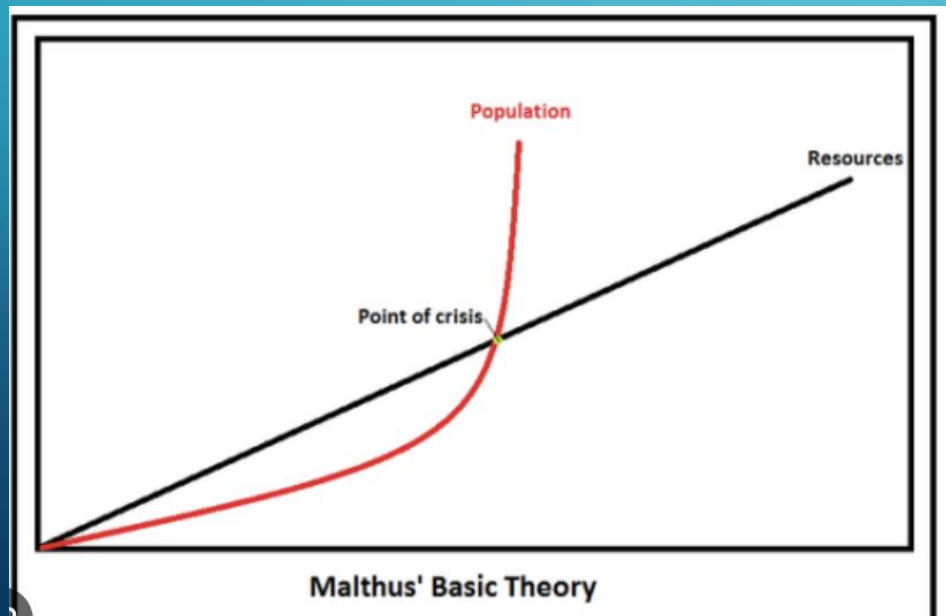
ABRAHAM KUYPER: SPHERE SOVEREIGNTY

- Sick mammal or a man created after God's image?
- End of Life Issues



MEDICAL IMPLICATIONS

- Eternal soul in the womb or a clump of cells?
- Curse or bless fertility?

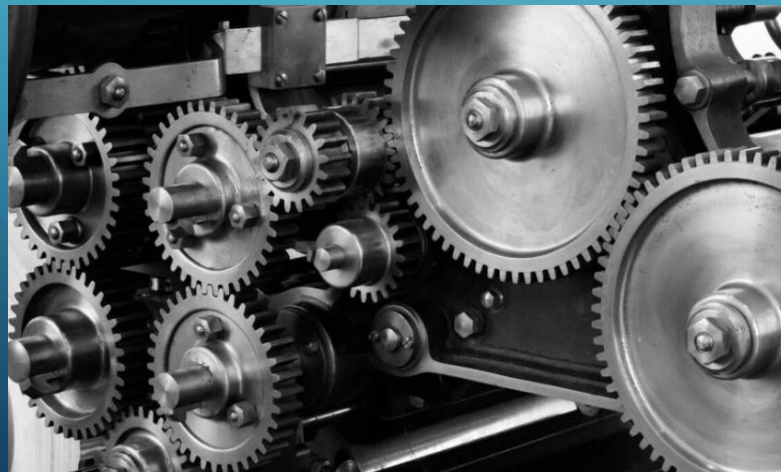


GENDER

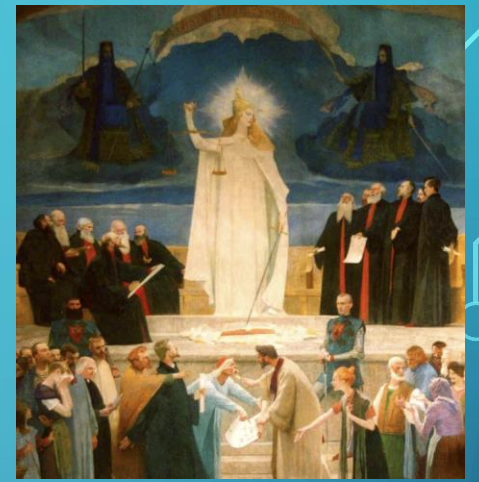
- Chris Milloy: “Infant gender assignment is a willful decision, and as a maturing society we need to judge whether it might be a wrong action. Why must we force this on kids at birth?...What could be the harm of letting a child wait to declare for themselves who they are, once they’re old enough?”
- Gender: a God-given ordinance or the decision of man?

PSYCHOLOGY

- “Whether you must guide the mentally deranged psychically or anesthetize him physically.”
- Ex: “Your brain activates the fight or flight response in the reptile part of your brain...”



JUDICIAL IMPLICATIONS



- Is man a self-developing product of nature or a sinner worthy of condemnation?
- Is justice a functionally developing natural organ or as a treasure coming down to us from God and bound to His Word?

SCIENTIFIC IMPLICATIONS

- Normal v.s Abnormal?
- Theory of possibility or hypothesis
- Philosophy of history ex. Grand Canyon



SEATTLE PUBLIC SCHOOLS

K-12 Math Ethnic Studies Framework (20.08.2019)

THEMES			
Origins, Identity, and Agency	Power and Oppression	History of Resistance and Liberation	Reflection and Action
Definition of theme: Origins, Identity and Agency, as defined by ethnic studies, is the ways in which we view ourselves as mathematicians and members of broader mathematical communities. Mathematical theory and application is rooted in the ancient histories of people and empires of color. All human endeavors include mathematical thinking; from humanities to the arts to the sciences.	Definition of theme: Power and oppression, as defined by ethnic studies, are the ways in which individuals and groups define mathematical knowledge so as to see "Western" mathematics as the only legitimate expression of mathematical identity and intelligence. This definition of legitimacy is then used to disenfranchise people and communities of color. This erases the historical contributions of people and communities of color.	Definition of theme: The history of resistance and liberation, as defined by ethnic studies, is the stories, places, and people who helped liberate people and communities of color using math, engineering, and technology. Access to mathematical knowledge itself is an act of liberation.	Definition of theme: Student action, as defined by ethnic studies, is fostering a sense of advocacy, empowerment, and action in the students that creates internal motivation to engage in and contribute to their identities as mathematicians. Students will be confident in their ability to construct & decode mathematical knowledge, truth, and beauty so they can contribute to their experiences and the experiences of people in their community.

Who is a Mathematician? • What is my mathematical identity? • How does it feel to be a Mathematician? • What other mathematicians are in my learning community? • Who are resources for math learning? • Is there an authority for math knowledge? • How do students see	Where does Power and Oppression show up in our math experiences? • Who holds power in a mathematical classroom? • Is there a place for power and authority in the math classroom? • Who gets to say if an answer is right? • What is the process for verifying the truth? • Who is Smart? Who is not Smart? • Can you recognize and name	How has math been used to resist and liberate people and communities of color from oppression? • When has math been used historically to resist and liberate? • How can we use data to resist and liberate? • How can we use math to measure the impact of activism?
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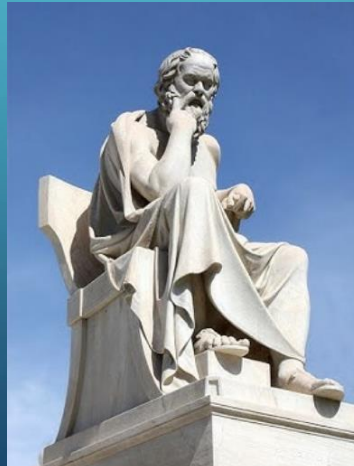
AESTHETIC IMPLICATIONS

- “Is the value of the most beautiful piece of embroidery to be rated according to the cost of a few strands of silk?”
- Ex.: Mona Lisa \$130–\$450.



PHILOSOPHICAL/ HISTORICAL IMPLICATIONS

- Euthyphro's dilemma: what is the ideal good?
- The Cross as the center point of all of history or Socrates' cup of poison
- Religion as the invention of man or created by God for true fellowship with Him



ABRAHAM KUYPER

- “Oh, there is not one part of our world of thought that can be hermetically separated from the other parts; and there is not a square inch of the whole domain of our human life of which Christ, who is sovereign over all, does not cry: “Mine!””



FREE UNIVERSITY

- Now, we declare that we have heard that cry, and only in response to that cry have we approached this task which surpasses our human strength...As surely as we adored Him with the love of our souls we must again build in His Name...And it was of no avail to look upon our little power or the superior might of our opponents, or the preposterousness of such a daring attempt. The fire continued to burn in our bones. There was One, mightier than we, Who urged and spurred us on. We could not rest. In spite of ourselves we had to go forward...

FREE UNIVERSITY

- Thus our small School came upon the scene, embarrassed to the point of blushing with the name "University"; poor in funds; not well supplied with scientific manpower, and lacking, rather than receiving men's favor. What will be its course, how long its life? Oh, the thousand questions relative to its future cannot crowd your thoughts and misgivings more strongly than they have raged in this heart! Only by keeping our sacred principle in view did our weary head rise from the waters after every wave that engulfed us. If this cause be not of the Mighty One of Jacob, how can it endure?

FREE UNIVERSITY

- And could we permit a banner which we brought from Golgotha to fall into the hands of the enemy...so long as a single arrow remained unshot, and so long as a bodyguard, however small, of Him who crowned by Golgotha, remains in this land?
- To that question -- and this is my final word, Gentlemen -- to that question a "Never, by God!" resounded in our soul. Out of the "Never" this Institution was born. And upon that "Never", as an oath of allegiance to a higher principle, I ask for an echo, may it be an Amen, from every patriotic heart!

Clashing worldviews block dialogue

How to counter polarisation?



Vrije Universiteit Amsterdam was founded in 1880. It was a private initiative and its most prominent founder was the theologian, journalist and politician Abraham Kuyper. It was founded as a Protestant Christian university, and over the years it has interpreted this unique identity in many ways.

CROWN HIM WITH MANY CROWNS

Crown him with many crowns,
the Lamb upon his throne.
Hark! how the heavenly
anthem drowns
all music but its own.
Awake, my soul, and sing
of him who died for thee,
and hail him as thy matchless
king
through all eternity.

Crown him the Lord of years,
the potentate of time,
creator of the rolling spheres,
ineffably sublime.
All hail, Redeemer, hail!
for thou hast died for me;
thy praise shall never, never fail
throughout eternity.