



GOV 101 - 3 credits

The Christian Heritage of America

Description

CLU has placed the Bible and the revelation of Jesus Christ in the center of all courses of study and all individual courses. To some people, this may seem like a new and strange idea. In this course you will discover that every aspect of education in the United States has historically been thoroughly grounded in Christianity. Only in recent years has there been a separation between learning life skills and learning Christian principles. CLU is not doing a new thing; we are simply returning to the way things have been done successfully for centuries.

America is the longest continuous constitutional republic in the history of the world because its constitution is structured upon Biblical principles. "The philosophy of the school room in one generation will be the philosophy of government in the next" (Abraham Lincoln). In this course you will discover how central God and Christianity was to the development of America's strength and longevity, and what has happened since the Bible was removed from the classroom in 1962.

Texts

Original Intent by David Barton

America: To Pray? or Not to Pray? by David Barton

"The Spirit of the American Revolution" video by David Barton

"America's Godly Heritage" video by David Barton

"Keys to Good Government" video by David Barton

"Education and the Founding Fathers" video by David Barton

Objectives

Academic:

As a result of the course, you will:

- Quote the first paragraph of the Declaration of Independence from memory.
- Quote the final sentence of the Declaration of Independence from memory.
- Quote the Preamble to the Constitution from memory.
- Quote Amendment I of the Constitution from memory.
- Quote the following verses from memory:
 - ✓ Proverbs 14:34
 - ✓ Proverbs 29:2
 - ✓ Psalm 144:15b
 - ✓ Isaiah 1:26
- Define each of the following terms:
 - ✓ Anti-Federalist
 - ✓ judicial review
 - ✓ organic utterances
 - ✓ Founding Fathers
 - ✓ atheist
 - ✓ agnostic
 - ✓ deist
 - ✓ selective incorporation
 - ✓ relativism
 - ✓ statesman
 - ✓ democracy
 - ✓ anarchy
 - ✓ oligarchy
 - ✓ dictatorship

- Discuss ways in which the government demonstrates its rejection of its own philosophy of separation of church and state.
- Discuss ways in which the Court's current definition of religion, which includes atheism and humanism, makes it impossible for the Court to uphold its own theories and rulings requiring separation of church and state.
- Discuss the significance of the Northwest Ordinance in understanding the original intent of First Amendment.
- State the name of the Massachusetts law providing public education for all children in 1642, and the reason for which public education was to be provided.
- State the proper, Constitutional alternative to judicial activism or legal positivism.
- Discuss the purpose and authority of "Federalist Papers".
- Define the term historical revisionism and summarize at least five methods revisionists use to achieve their goals.
- Discuss at least three measurable effects of the removal of Christianity from the schools on the morals of America's youth.
- Discuss at least three measurable effects of the removal of Christianity as the foundation of judicial rulings on the family life of America.
- Discuss at least two academic effects of the removal of Christianity on American Education.
- Discuss, with understanding, the biblical concept of rewards and punishments and national accountability in light of the history of the United States.
- Discuss the two major changes which must be made in order to reverse the current trends in the U.S.
- List at least five specific actions which you can take to help restore the foundations of America.
- You will know the Christian history of the United States and the support of Christianity which has historically been given by the Courts.
- You will have a comfortable understanding of the the U.S. Constitution.

Standards for Grading Assignments

As indicated below, "C" or 2.0 level work is considered average. **Leaders are not average people.** You are therefore expected (required) to put forth the effort necessary to demonstrate at least "B" (3.0) level work or higher on all assignments which you submit. Any which do not will be returned to you with input from your instructor on how you can raise your grade to the expected level. **A course grade will not be given until your assignments demonstrate that you have understood the material presented in the course and allowed your life to be transformed by the Spirit and the Word studied** — the requirements for attaining a "B".

Your individual assignments (notebooks, tests, reports) will be graded according to the following standards. These grades will be averaged together to determine your course grade. Remember, CLU is training leaders and leaders are above-average people. Your work will reflect that.

- "D"
 - Indicates barely passing work that is inferior to the average both in quantity and in quality.
 - Manifests a lack of initiative or sense of responsibility or both.
- "C"
 - Average work; either steady work of an acceptable quality, or work of a high quality which is uneven, irregular or fragmentary.
 - May be mechanically or outwardly correct but shows little reflection upon or personal assimilation of the material.
- "B"
 - Intelligently has fulfilled the requirements of this course.
 - Understands the subject matter presented and has applied it to his life in a limited manner but has not really made the truths his own.
- "A"
 - Grasped the material with thoroughness, industry and correctness of detail.
 - Made the material his own by thinking about it and integrating it, using originality, natural ability, and insight.

Attitudinal:

As a result of your application of the truths you learn in this course, you may recognize certain changes taking place in your attitudes, adjusting them to the following:

- You will have a deep gratitude and respect for our founding fathers whose faith in God gave them the strength and wisdom to establish our great nation.
- You will begin to view governmental action in light of the Biblical principle of accountability.
- You will understand and acknowledge the responsibility of the the Church for the Supreme Court rulings of the second half of this century.
- You will have a strong belief in the probability of national reform.

Behavioral:

If you apply the teaching of this course to your life, you will be changed. Some of these changes will be as follows:

- You will commit yourself to doing all that God calls you to do to restore the foundations of our nation.
- You will recognize the centrality of education in the fight for America's future and take your place in defense of traditional, moral education.
- You will become involved in politics to whatever extent the Lord calls you. The very least you will do is vote whenever you have the opportunity.
- You will take your place on the frontlines, doing all that the Lord calls you to do restore the foundations of the U.S.

Course Requirements:

1. All students must view all assigned videos. Students in a classroom setting must also attend class faithfully.
2. Completely read *Original Intent* by David Barton. Answer all exercises relating to this book (attached to this syllabus). Your answers to these questions will be submitted to your instructor for grading.
3. Completely read *America: To Pray? or Not to Pray?* by David Barton. Answer all exercises relating to this book (attached to this syllabus). Your answers to these questions will be submitted to your instructor for grading.
4. Earn at least a "B" on all tests.
5. Submit a report discussing the most significant facts you have learned in this course and how this knowledge will affect the way you live. In what ways will your life be different from now on because of your taking this course? What specific things do you believe the Lord is calling you to do as your part in the movement to restore the foundations of your nation?

This paper is to be a minimum of five double-spaced, type-written pages and is due in the final lesson.



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Course Schedule

Lesson 1

Assignment to be completed:

View the video "The Spirit of the American Revolution".

Read the Foreword, Editor's Notes, and Chapter 1 of *Original Intent*. As you come across the names of individuals who have influenced our nation's history, read their short biography found in Appendix C.

Memorize the first paragraph and the final sentence of the Declaration of Independence (see Appendix A).

Memorize the Preamble to the Constitution of the United States (see Appendix B).

Complete and correct Self-test 1.

Subjects to be explored:

The Reasons for the American Revolution

The Declaration of Independence

The Constitution of the United States

Religion and the Courts

Related objectives:

- You will quote the first paragraph of the Declaration of Independence from memory.
- You will quote the final sentence of the Declaration of Independence from memory.
- You will quote the Preamble to the Constitution from memory.
- You will have a deep gratitude and respect for our founding fathers whose faith in God gave them the strength and wisdom to establish our great nation.
- You will commit yourself to doing all that God calls you to do to restore the foundations of our nation.
- You will give a definition of Anti-Federalist.
- You will discuss how the Court violated the original intent of the Constitutional, particularly the Bill of Rights, when it merged the First and Fourteenth Amendments in the *Everson v. Board of Education* decision.

Lesson 2

Assignment to be completed:

Read Chapters 2 - 4 of *Original Intent*.

Complete the questions on these chapters which are attached to this syllabus.

Review your memorization from the last lesson.

Memorize Amendment I of the Constitution.

Complete and correct Self-test 2.

Subjects to be explored:

Religion and the Constitution

The Misleading Metaphor

The Judicial Evidence

Related objectives:

- You will quote Amendment I of the Constitution.
- You will discuss the significance of the Northwest Ordinance in understanding the original intent of First Amendment.