



GOV 301 - 3 credits

The Ministry of Civil Government

Description:

In this course, you will explore civil government as a ministry to which God calls some of His children to serve full-time and all of His children to at least some level of responsibility. Find out what He wants you to do to bring the light of Christ to civil government, that we may live peaceful and quiet lives and that all may come to the knowledge of the truth.

Texts:

Where Do I Draw the Line? by Michael P. Farris

Public Faith edited by W. Clark Gilpin

Jesus, Politics and the Church by Tony Nassif

"Thinking Biblically, Speaking Secularly" cassette by David Barton

Objectives:

Behavioral:

- You will quote the following verses of Scripture:
 - ✓ Exodus 18:21
 - ✓ Esther 4:13,14
 - ✓ Proverbs 20:28
 - ✓ Proverbs 25:5
 - ✓ Proverbs 11:11
 - ✓ Proverbs 16:12
 - ✓ II Chronicles 19:6
 - ✓ Psalm 2:10,11
 - ✓ Isaiah 10:1
 - ✓ Deuteronomy 1:13
 - ✓ Proverbs 24:11,12
 - ✓ James 2:14-17

- You will be able to quote important statements by the following people: John Jay, Alexander Hamilton, John Witherspoon, Samuel Adams, Martin Luther King, Jr., and Edmund Burke.
- You will clearly, convincingly and lovingly respond to questions concerning your right to be involved in political issues.
- You will state and discuss the ten weapons Farris recommends that can make our battles more effective.
- You will state and discuss the steps of action recommended by Farris for dealing with individual problems that are short-term matters and for finding long-range solutions to some of the problems facing parents with children in the public school.
- You will state seven steps you can take to protect your rights to private education.
- You will discuss appropriate actions you can take to prevent problems on the job.
- You will discuss the steps a church can take to prevent suits based on employment practices or counseling situations.
- You will state four things that can help you overcome the temptation to respond with anger or harshness.
- You will state the principle of law that the Supreme Court established in *Smith* and the effect this may have on our religious freedoms.
- You will state at least two issues of importance for each of the following offices: City Council/County Board of Supervisors; Sheriff; State Legislature; Attorney General; President, U.S. Senate, Congress.
- You will state five things you can do to become a wise voter.
- You will define a "citizen lobbyist" and discuss at least five things you can do to become a citizen lobbyist.
- You will state five general principles for dealing with the media.

- You will state a definition of secular and secularization.
- You will discuss the place the independent Black Church has held in the history of American Blacks.
- You will discuss the three purposes that govern God's actions in time and space.
- You will state "The Law of Subjective Responsibility", give examples of it from the book of Esther, and discuss how it relates to Paul's admonition in I Timothy 2:1-4.
- You will state the four characteristics required of those whom Moses appointed as officials or judges under him (Exodus 18:21).
- You will summarize what the lives of the following individuals demonstrate/teach concerning the role of God's people in government: Moses, Joseph, David, Nathan, Daniel, Abraham, Esther, Gideon, Paul and Jesus.

Behavioral:

- You will respond to the prompting of the Lord to become involved in local issues.
- You will respond to the leading of the Lord to intervene on behalf of your persecuted brothers and sisters around the world.
- You will become a wise voter and an active, responsible Christian citizen by learning what responsibilities and duties go with the various offices you are voting to fill and determining a set of standards and qualifications which you will require of those candidates for whom you vote.
- You will seek the grace and wisdom of God in responding to those with whom you disagree.
- You will explore the dilemma of religious freedom in a pluralistic society, seeking to find the mind of Christ on this issue.
- You will recognize your sphere of authority and the effect your decisions have on those within your sphere, taking responsibility for your actions.
- You will hear and respond to the Lord's leading in your life in the area of Christian citizenship and the ministry of civil government.

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.

Course Requirements:

1. Read *Where Do I Draw the Line?* by Michael Farris and complete all of the related exercises.
2. Read *Public Faith* edited by W. Clark Gilpin and complete all of the related exercises.
3. Read *Jesus, Politics and the Church* by Tony Nassif and complete all of the related exercises.
4. Earn at least a “B” on the two tests.
5. Do at least three of the following activities:

Attend a local town board or city council meeting, taking notes on the issues discussed. Write a short summary indicating what officials were in attendance, how the business was conducted, what issues were discussed, and your overall impression of the meeting. If there are any issues of special importance to you, indicate what you will be doing to follow up what you learned. Include this summary in the “Report” section of this Student Notebook.

Attend a local school board meeting and write a report similar to the one for the town board meeting.

Write a letter to the editor of your local paper, expressing your opinion on a current issue facing your community. Include a copy of your letter in the “Report” section of this Student Notebook.

Write a letter to one of your State or Federal Legislators, expressing your opinion on a current issue facing your state or nation. Include a copy of your letter in the “Report” section of this Student Notebook.

Interview a local, county, state, or federal official to find out what their responsibilities and duties are and where they stand on specific issues which relate to their office. (Chapter 13 of *Where Do I Draw the Line?* has helpful ideas for this interview.) Include a report on your interview in the “Report” section of this Student Notebook.



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Course Schedule

Lesson One

Assignment to be completed:

Carefully read Chapters 1 - 5 of *Where Do I Draw the Line?*, completing the exercises here in your Student Notebook.

Memorize Exodus 18:21.

Complete and correct Self-Test One.

Begin prayerfully considering what activities you will do for your final paper.

Subjects to be explored:

Pushed to the Limit

Citizens of Two Worlds

Weapons That Work

The Battle Over Education

Related objectives:

- You will quote Exodus 18:21.
- You will clearly, convincingly and lovingly respond to questions concerning your right to be involved in political issues.
- You will state and discuss the ten weapons Farris recommends that can make our battles more effective.
- You will state and discuss the steps of action recommended by Farris for dealing with individual problems that are short-term matters.
- You will state and discuss the steps of action recommended by Farris for finding long-range solutions to some of the problems facing parents with children in the public school.

Lesson Two

Assignment to be completed:

Carefully read Chapters 6 - 8 of *Where Do I Draw the Line?*, completing the related exercises.

Memorize Isaiah 10:1.

Complete and correct Self-Test Two.

Subjects to be explored:

Parents' Rights

The Rights of Christians on the Job

The Battle for the Church

Related objectives:

- You will quote Isaiah 10:1
- You will state seven steps you can take to protect your rights to private education.
- You will discuss appropriate actions you can take to prevent problems on the job.
- You will discuss the steps a church can take to prevent suits based on employment practices or counseling situations.
- You will discuss what a church can do to prevent government interference based on zoning and landmark laws.