



Course Syllabus: **PHIL7101 Comparative Worldview and Systems of Interdisciplinary Thought**
AgathonU Professor(s): Christopher Cone, Th.D., Ph.D., Ph.D.
For Program: Doctoral / DMin, EdD, PhD / 60 hours
Revision Date: 3/26/2026 mc

Policies (Links) [Enrollment Agreement](#) [Withdrawal and Refund Policy](#)
 [Standards of Intellectual Honesty](#) [Writing Style Policy](#)

I. COURSE DESCRIPTION

PHIL7101 Comparative Worldview and Systems of Interdisciplinary Thought is an advanced comparison of worldview components and interdisciplinary applications and implications. This course challenges Learners to wrestle with the concept of worldview and how disciplines relate within any worldview. The methodology emphasizes foundational elements of worldview and specific components of worldview, compares worldviews and belief systems, and examines how disciplines fit in worldview and how they interrelate.

II. AGATHON PROFESSOR(S) BIO

Christopher Cone, Th.D., Ph.D., Ph.D., serves as President and CEO of [AgathonEDU Educational Group](#) and leads Agathon University. Cone has served as a President (Calvary University, Tyndale Theological Seminary), a Chief Academic Officer (Southern California Seminary), and as a Research Professor (Vyrsity, Colorado Biblical University, Calvary University, Southern California Seminary). He has served in several pastoral roles and has also held teaching positions at the University of North Texas, North Central Texas College, and Southern Bible Institute. His articles are published at www.drcone.com, and he is the author and general editor of more than fifteen books.

III. COURSE TEXTS AND RESOURCES

Required Texts:

1. All AU courses use the Bible as a primary textbook. Translations used for coursework include any of the following: NASB, ESV, KJV, and NKJV. Other translations/versions may be used for complementary study and research.
2. Christopher Cone, *Applied Biblical Worldview: Essays on Christian Ethics* (Exegetica, 2016) ISBN: 978-0976593096, \$19
3. Christopher Cone, *Authentic Social Justice* (Exegetica, 2020) ISBN: 978-0998280578, \$14
4. Christopher Cone, *Redacted Dominionism: A Biblical Approach to Grounding Environmental Responsibility* (Wipf & Stock, 2012) ISBN: 978-1620321591, \$19
5. Christopher Cone, *Priority in Hermeneutics* (Exegetica, 2018) ISBN 978-0998280523, \$16
6. George Smith, *Atheism, The Case Against God* (electronic)
7. Karl Marx and Friedrich Engels, *The Communist Manifesto* (electronic)
8. Friedrich Nietzsche, *Thus Spake Zarathustra* (electronic)
9. Plato, *Republic* (electronic)

10. Clement Vidal “What is a Worldview?” (electronic)
11. Jay Shim, “Reformed Theology as Worldview Theology: The Public Nature of the Gospel and Spirituality” (electronic)
12. Leo Apostel and Jaak Vanlandschoot, “Interdisciplinarity: The Construction of Worldviews and the Dissemination of Scientific Results” (electronic)
13. Casey Jones, “Interdisciplinary Approach – Advantages, Disadvantages, and the Future Benefits of Interdisciplinary Studies” (electronic)
14. Bertus Haverkort and Coen Reijntjes, “Transdisciplinarity– Past Present and Future” (electronic)
15. Julie Thompson Klein, “The State of the Field: Institutionalization of Interdisciplinarity” (electronic)
16. Liviu Ursache, “The Role of Worldview in Hermeneutics” (electronic)
17. Kimberle Crenshaw, “Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics” (electronic)

IV. COURSE SCHEDULE AND OUTLINE

Module 1 – Worldview and Interdisciplinarity – Christopher Cone, Th.D., Ph.D., Ph.D.

1. *Reading Assignment:*
 - Vidal, “What is a Worldview”
 - Plato, *Republic*, Book V
 - Apostel and Vanlandschoot, “Interdisciplinarity...”
 - Jones, “Interdisciplinary Approach...”
2. *Reading Content Assessment*
 - Doctoral: Learners will write a 700-1000-word summary on *each* assigned reading and offer a justification or critique for the writer’s perspective.
3. *Module Assessment*
 - Doctoral: Learners will create a 10–15-minute video presenting the information covered in the module and explaining in depth one challenge or issue related to the module topic.
4. *Interaction Assessment*
 - Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).
5. *Interaction Discussion Questions:*
 - Based on Clement Vidal’s “What is a Worldview?”, how would you define the key components of a worldview, and why is it important to critically examine and refine one’s worldview in understanding reality and making informed decisions?
 - In Book V of Plato’s *Republic*, Socrates proposes the idea of a communal society where property, marriage, and child-rearing are shared among the guardian class to eliminate private interests and foster unity. How might this vision of a communal society align or conflict with the Christian perspective on individual responsibility, family structure, and stewardship as derived from biblical teachings.
 - Based on Casey Jones’ article “Interdisciplinary Approach - Advantages, Disadvantages, and the Future Benefits of Interdisciplinary Studies,” what are the key advantages and challenges of adopting an interdisciplinary approach in academic research and education? How might these

factors shape the future development of interdisciplinary studies in addressing complex global issues?

Module 2 – Epistemology – Christopher Cone, Th.D., Ph.D., Ph.D.

1. *Reading Assignment:*
 - *Smith, Atheism: The Case Against God*
 - *Cone, Applied Biblical Worldview, chs 1-3*
 - *Haverkort and Reijntjes, "Transdisciplinarity"*
2. *Reading Content Assessment*
 - Doctoral: Learners will write a 700-1000-word summary on *each* assigned reading and offer a justification or critique for the writer's perspective.
3. *Module Assessment*
 - Doctoral: Learners will create a 10–15-minute video presenting the information covered in the module and explaining in depth one challenge or issue related to the module topic.
4. *Interaction Assessment*
 - Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).
5. *Interaction Discussion Questions:*
 - In "Atheism: The Case Against God," Smith argues that the concept of God is incoherent and belief in God lacks rational justification. Provide an explanation for why Smith's argument is flawed. Be certain to include evidence to support your claim.
 - Describe what epistemology is and provide at least three examples for why it is important to examine epistemological views within the context of this course.
 - In his work "Transdisciplinarity - Past, Present, and Future," Nicolescue states, "Transdisciplinarity concerns that which is at once between the disciplines, across the different disciplines, and beyond all disciplines. Its goal is the understanding of the present world, of which one of the imperatives is the unity of knowledge" (p. 5). Explain whether you believe this position may support the biblical worldview or if it conflicts with the biblical worldview. Include at least 2 supporting details

Module 3 – Hermeneutic Issues – Christopher Cone, Th.D., Ph.D., Ph.D.

1. *Reading Assignment:*
 - *Ursache, "The Role of Worldview in Hermeneutics"*
 - *Klein, "The State of the Field..."*
 - *Cone, Priority in Hermeneutics*
2. *Reading Content Assessment*
 - Doctoral: Learners will write a 700-1000-word summary on *each* assigned reading and offer a justification or critique for the writer's perspective.
3. *Module Assessment*
 - Doctoral: Learners will create a 10–15-minute video presenting the information covered in the module and explaining in depth one challenge or issue related to the module topic.
4. *Interaction Assessment*
 - Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the

question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).

5. *Interaction Discussion Questions:*

- In "The Role of Worldview in Hermeneutics," the author makes the following statement: "For all its protests about the illegitimacies of 'metanarratives' (worldviews), postmodernism offers a metanarrative of its own—one that cannot be true given its own precepts. ^2 However, a postmodern does not seem to bother with this self-contradictory principle, as if logic is not necessary in acquiring knowledge" (p. 77). What is your position on this statement? Do you agree or disagree with the author's point? Provide at least 2 reasons for your position.
- Describe Cone's position on why it is important to apply a strong hermeneutic when reading and studying Scripture. Include at least 2 warnings Cone makes regarding deviation from a solid hermeneutical approach.
- Explain what a literal-grammatical-historical hermeneutic is and why it is essential to biblical interpretation and study.

Module 4 – Metaphysics – Christopher Cone, Th.D., Ph.D., Ph.D.

1. *Reading Assignment:*

- Cone, *Applied Biblical Worldview*, chs. 15-22
- Nietzsche, *Thus Spake Zarathustra*, First Part (p. 19-79)
- *Ecclesiastes*

2. *Reading Content Assessment*

- Doctoral: Learners will write a 700-1000-word summary on *each* assigned reading and offer a justification or critique for the writer's perspective.

3. *Module Assessment*

- Doctoral: Learners will create a 10–15-minute video presenting the information covered in the module and explaining in depth one challenge or issue related to the module topic.

4. *Interaction Assessment*

- Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).

5. *Interaction Discussion Questions:*

- In "The Role of Worldview in Hermeneutics," the author makes the following statement: "For all its protests about the illegitimacies of 'metanarratives' (worldviews), postmodernism offers a metanarrative of its own—one that cannot be true given its own precepts. ^2 However, a postmodern does not seem to bother with this self-contradictory principle, as if logic is not necessary in acquiring knowledge" (p. 77). What is your position on this statement? Do you agree or disagree with the author's point? Provide at least 2 reasons for your position.
- Describe Cone's position on why it is important to apply a strong hermeneutic when reading and studying Scripture. Include at least 2 warnings Cone makes regarding deviation from a solid hermeneutical approach.
- Explain what a literal-grammatical-historical hermeneutic is and why it is essential to biblical interpretation and study.

Module 5 – Theological Systems – Christopher Cone, Th.D., Ph.D., Ph.D.

1. *Reading Assignment:*
 - Shim, “Reformed Theology...”
 - Cone, *Applied Biblical Worldview*, chs. 23-44
2. *Reading Content Assessment*
 - *Doctoral: Learners will write a 700-1000-word summary on each assigned reading and offer a justification or critique for the writer’s perspective.*
3. *Module Assessment*
 - *Doctoral: Learners will create a 10–15-minute video presenting the information covered in the module and explaining in depth one challenge or issue related to the module topic.*
4. *Interaction Assessment*
 - *Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).*
5. *Interaction Discussion Questions:*
 - Consider the required reading from Cone's text. Identify three key points that you found significant to the understanding of theological systems. What makes these points important to you?
 - Describe what the study of theological systems entails. Provide at least three specific details and explain why these aspects are important to the process.
 - Explain what reformed theology is. Provide at least three specific points about reformed theology and what it claims.

Module 6 – Worldview and Interdisciplinarity – Christopher Cone, Th.D., Ph.D., Ph.D.

1. *Reading Assignment:*
 - Cone, *Applied Biblical Worldview*, chs. 4-14
 - Cone, *Redacted Dominionism*
2. *Reading Content Assessment*
 - *Doctoral: Learners will write a 700-1000-word summary on each assigned reading and offer a justification or critique for the writer’s perspective.*
3. *Module Assessment*
 - *Doctoral: Learners will create a 10–15-minute video presenting the information covered in the module and explaining in depth one challenge or issue related to the module topic.*
4. *Interaction Assessment*
 - *Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).*
5. *Interaction Discussion Questions:*
 - What is positional newness in Christ and why is it significant to examine?
 - Describe redacted dominionism as described by Cone. Identify three specific aspects of this position.
 - Explain why it is important to examine worldviews when studying Scripture.

Module 7 – Socio Political Thought – Christopher Cone, Th.D., Ph.D., Ph.D.

1. *Reading Assignment:*
 - Crenshaw, "Demarginalizing..."
 - Marx and Engels, *Communist Manifesto*
 - Cone, *Authentic Social Justice*
2. *Reading Content Assessment*
 - *Doctoral: Learners will write a 700-1000-word summary on each assigned reading and offer a justification or critique for the writer's perspective.*
3. *Module Assessment*
 - *Doctoral: Learners will create a 10–15-minute video presenting the information covered in the module and explaining in depth one challenge or issue related to the module topic.*
4. *Interaction Assessment*
 - *Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).*
5. *Interaction Discussion Questions:*
 - Describe what is meant by "demarginalizing" as described in the reading.
 - Why is the Communist Manifesto so harmful to a society? What makes it opposing to the biblical worldview?
 - How can authentic social justice (as defined by Cone) be implemented in a society?

**Module 8 – Worldview and Interdisciplinary Competency Preparation I:
The Practical Engagement – Christopher Cone, Th.D., Ph.D., Ph.D.**

1. *Reading Assignment:*
 - *No Reading – Practical Engagement*
2. *Reading Content Assessment*
 - *Doctoral: Learners will write a 700-1000-word summary on each assigned reading and offer a justification or critique for the writer's perspective.*
3. *Module Assessment*
 - *Doctoral: Learners will create a 10–15-minute video presenting the information covered in the module and explaining in depth one particular challenge or issue related to the module topic.*
4. *Interaction Assessment*
 - *Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).*
5. *Interaction Discussion Questions:*
 - Describe at least two ways you could apply the information you have learned in this course thus far. Be specific with your examples.
 - Provide a scenario in which you might have the opportunity to discuss how metaphysics impacts the study of Scripture.

- Consider all the readings you have examined. Select one that you believe every student of Scripture should read and explain your reasoning for this selection. Include at least three specific reasons to support your selection.

Module 9 – Worldview and Interdisciplinary Competency Preparation II: Writing the Journal Article – Christopher Cone, Th.D., Ph.D., Ph.D.

1. *Reading Assignment:*
 - *No Reading – Practical Engagement*
2. *Reading Content Assessment*
 - *Doctoral: Learners will write a 700-1000-word summary on each assigned reading and offer a justification or critique for the writer's perspective.*
3. *Module Assessment*
 - *Doctoral: Learners will create a 10–15-minute video presenting the information covered in the module and explaining in depth one challenge or issue related to the module topic.*
4. *Interaction Assessment*
 - *Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).*
5. *Interaction Discussion Questions:*
 - Describe at least two ways you could apply the information you have learned in this course thus far. Be specific with your examples.
 - Provide a scenario in which you might have the opportunity to discuss how metaphysics impacts the study of Scripture.
 - Consider all the readings you have examined. Select one that you believe every student of Scripture should read and explain your reasoning for this selection. Include at least three specific reasons to support your selection.

Module 10 – Worldview and Interdisciplinary Practicum Preparation III: Developing the Teaching Encounter – Christopher Cone, Th.D., Ph.D., Ph.D.

1. *Reading Assignment:*
 - *No Reading – Practical Engagement*
2. *Reading Content Assessment*
 - *Doctoral: Learners will write a 700-1000-word summary on each assigned reading and offer a justification or critique for the writer's perspective.*
3. *Module Assessment*
 - *Doctoral: Learners will create a 10–15-minute video presenting the information covered in the module and explaining in depth one challenge or issue related to the module topic.*
4. *Interaction Assessment*
 - *Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).*

5. *Interaction Discussion Questions:*

- If you are planning to instruct a group of individuals on the topic of ethics, what are three specific resources you would share with the group. Why would you include these resources?
- If preparing a workshop or conference session on the topic of metaphysics, what three main topics would you include in your presentation? Why would you include these points?
- When planning a presentation on worldviews that are in opposition to the biblical worldview, should Communism be included? Provide at least three specific details to support your reasoning.

Course Content Assessment

Doctoral: Learners will choose any 1 Discussion Question from each module and address the topic/question in roughly 1000 words. One (1) short essay per question/topic, therefore, **a total of 10 short essay answers.**

Competency Assessment

Learners will select and complete any 1 of the 3 competency assignments. Specifics of the assessment *must* be preapproved by the Mentoring Professor:

1. Practical Engagement Component – a practical social engagement of 3-5 hours applying principles covered in the course, and a 3000-word report discussing: (1) Introduction of the Engagement, (2) Methodology, (3) Summary of What Happened, and (4) Benefits and Implications
2. Writing Component – a publishable quality paper of 7000-10000 words on an approved topic related to the course material.
3. Teaching Encounter Component – preparing, delivering, recording, and submitting a 60–90-minute teaching to a live audience on an approved topic related to the course material.

V. LEARNING OUTCOMES**Course Learning Outcomes (CLOs)**

1. To be able to evaluate cogency and coherency of a worldview
2. To be able to recognize and analyze interdisciplinary connectivity in disciplines of interest
3. To be able to ascertain a worldview grid that identifies unstated worldview components from stated worldview components
4. To be able to communicate effectively in worldview and a topic of interdisciplinarity

Program Learning Outcomes (PLOs)

1. To equip Learners, as experienced educators and leaders, for individual, organizational, and system-level transformative leadership.
2. To enhance Learners' focus on the Biblical worldview-based theory, practice, and assessment.
3. To prepare Learners for various special, diverse, innovative learning and leadership contexts.
4. To produce Learners' aptitude for multidimensional analysis, critical thought, and the synthesizing of transformative learning and leadership principles.

<https://www.agathonu.com/programs/>

Agathon UAF Learning Outcomes (ALOs)

1. *Critical Thinking, Problem Solving, and Research* – Learners will demonstrate ability to think critically from a Biblical worldview platform, solve problems, and conduct interdisciplinary research at a level appropriate to their program, and in a way that is gracious and beneficial to those operating within other worldviews.
2. *Personal Growth* – Learners will understand how learning is related to personal growth, and will be challenged to grow in their thinking, communication, conduct, and engagement with others.
3. *Skills Development* – Learners will advance in skills related to their area of learning, demonstrating a level of competency appropriate to their program.
4. *Social Responsibility* – Learners will appreciate the diversity in and value of others as designed by our Creator, and will grow in willingness and capability to serve others.
5. *Worldview Applications* – Learners will become capable at thinking from a Biblical worldview perspective and will understand the relationship of description and prescription, so that they can ground their actions in sound principles.

VI. ASSIGNMENTS AND GRADING RUBRIC (1000 POINTS)

Module Assessments	(20 points each x 10)	200 Points	CLO #1 / PLO #3,4 / ALO #1,2
Reading Content Assessments	(20 points each x 10)	200 Points	CLO #3 / PLO #3,4 / ALO #1,2
Interaction Assessments	(10 points each x 10)	100 Points	CLO #1,3 / PLO #3,4 / ALO #2
Course Content Assessment		250 Points	CLO #2 / PLO #3,4 / ALO #3,5
Competency Assessment		250 Points	CLO #4 / PLO #1,2 / ALO #4,5
Total Available Points		1000 Points	

[View the Agathon UAF Grading Policy and Assessment Rubrics Here](#)

VII. GRADING SCALE

Letter grades are given, which represent the following percentages:

- A - 94-100% - Excellent
- B - 86-93% - Above Average
- C - 78-85% - Average
- D - 70-77% - Inferior
- F - Below 70%)
- WP - Withdrew passing
- WF - Withdrew failing

Students receiving “D” or “F” grades in any course will be notified in the middle of the semester.

VIII. CARNEGIE UNIT CREDIT HOUR EQUIVALENT

Total Hours of Module Content:	20 hours
Total Hours of Reading Content:	70 hours
Total Hours of Minor Assessments:	60 hours
Total Hours of Major Assessment:	60 hours

Equivalent of 3 Credit Hours (70 hours of total course time per credit hour)