

2024 Law, Justice and Culture Institute

**SPONSORED BY THE CENTER FOR LAW AND CULTURE*
AT OLIVET NAZARENE UNIVERSITY
COSPONSORED BY TURNING POINT USA
MAY 20-JUNE 1, 2024**

Charles J. Emmerich, J.D., LL.M.
Professor of Legal Studies, ONU
cjemmerich@olivet.edu; 815.928.5552 (office)
Weber Center, Room 204

When we think of eternity, and of the future consequences of all human conduct, what is there in this life that should make any man contradict the dictates of his conscience, the principles of justice, the laws of religion, and of God?

— William Wilberforce

I. DESCRIPTION AND OBJECTIVES

Sponsored by the Center for Law and Culture at Olivet Nazarene University, the Law, Justice and Culture Institute is an exciting academic experience held at Olivet during its May-term. The Institute is approved as a three-credit course in Olivet's curriculum (cross listed as Political Science 290 and History 290) and therefore leads to credit for students visiting from other schools in the Council for Christian Colleges & Universities (CCCU), as well as those visiting from schools not in the CCCU. Thus far, 16 Council schools have endorsed the LJC Institute.¹

The Law, Justice and Culture Institute is the foundational course of Olivet's legal studies minor, an interdisciplinary curriculum at the heart of the Olivet-Center initiative titled *Restoring Our Noble Legal Heritage*. Through the LJC Institute and other law-related courses, this initiative inspires students to be virtuous public leaders and citizens in the Judeo-Christian tradition by teaching them to appreciate the Anglo-American legal tradition, which spans over nine centuries and established a higher law approach premised on the rule of law under God. In particular, students learn how the concept of transcendent moral truth informed this tradition and led to the principles underlying the Declaration of Independence. They are also challenged to integrate the biblical understanding of justice into their lives and career callings, and to explore what it looks like in public life to glorify God, to love and serve one's neighbors, and to be good stewards of the created order.

¹In addition to Olivet, the other Council schools that have endorsed the Institute are: Biola University, Cornerstone University, Covenant College, Eastern Nazarene College, John Brown University, Judson University, Nazarene Bible College, Point Loma Nazarene University, Redeemer University College (Canada), Regent University, Southern Nazarene University, Trevecca Nazarene University, Trinity Christian College, Trinity International University, and Wheaton College.

“Justice, justice shall you pursue, that you may thrive . . .” Deut. 16:20.

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Students who successfully complete the Law, Justice and Culture Institute will:

- Formulate a biblical worldview designed to raise up virtuous Christian citizens and leaders to serve church, state, and society;
- Explore what it means in public life to glorify God, to love and serve one's neighbors, and to care for God's creation;
- Learn realistic, practical ways to respond to a broken, fallen world by speaking biblical truth and becoming transformational agents for justice, reconciliation, and shalom;
- Gain a deep appreciation for the Anglo-American legal tradition, which has produced more liberty, equality, and prosperity than any other legal system in human history;
- Develop a clearer understanding of God's calling when it comes to service in public life, particularly in the strategic fields of law, government, and politics; and
- Strengthen the abilities to analyze and reason and to articulate and defend positions.

II. REQUIRED BOOKS AND RESOURCES

The following books, which are heavily subsidized by the Center, are required for the Institute:

- *LJC Institute Binder: Outline and Readings* (rev. ed., 2022)
- James W. Sire, *The Universe Next Door: A Basic Worldview Catalog* (IV Press: 6th ed. 2020)
- Peter Kreeft, *The Journey: A Spiritual Roadmap for Modern Pilgrims* (IV Press 1996)
- Christopher J.H. Wright, *Living as the People of God: The Relevance of Old Testament Ethics* (IV Press 1983) (duplicated materials)
- Arlin M. Adams & Charles J. Emmerich, *A Nation Dedicated to Religious Liberty: The Constitutional Heritage of the Religion Clauses* (University of Pennsylvania Press 1990)
- John Pollock, *William Wilberforce: A Man Who Changed His Times* (Trinity Forum 2006)
- C.S. Lewis, *Mere Christianity* (1943)
- Phillip E. Johnson, *Reason in the Balance: The Case Against Naturalism in Science, Law and Education* (IV Press 1995)

Each student should bring a Bible to the Institute sessions. The NIV, ESV and NKJV translations are the most commonly used, but other versions are also welcome.

III. TEACHING APPROACH AND COURSE REQUIREMENTS

The Institute is taught using a combination of lecturing, Socratic dialogue, class discussion, and group interaction. Given the small size of the class, an emphasis is placed on participation in discussions with the professor and classmates. It is therefore essential that every student prepare for and attend each session. The course grade will be calculated as follows:

- Attendance 10%
- Reading of Assigned Material* 15%
- Class Preparation and Participation 25%
- Midterm Examination 20%
- Final Examination** 30%

In borderline cases, the professor retains discretion to increase a student's grade on the basis of preparation and participation and other relevant factors.

*On the midterm and final tests, students will be asked: "How many pages of the assigned material did you read?"

**The final examination will either be entirely objective or a blend of objective with an essay question. If the latter option is used, the essay will focus on creatively weaving together three components: 1) the Institute's academic content as disclosed in lectures, assigned readings, class and group discussions, the guest lecture sessions, and the movies; 2) personal reflections on experiences and knowledge arising from the Institute; and 3) your responses to the questions, "What is justice?" and "How can I promote justice?" A well structured, thoughtful essay will seek to cover these components in a proportional, balanced, and creative way.

IV. ATTENDANCE POLICY

Class attendance comprises 10% of your grade. Given the intensive nature of the Institute, it is imperative that students make every effort to attend every session. An absence will be excused if: (1) *advance approval* (at least one day unless unavoidable) is received from the professor; and (2) it entails an incapacitating illness, a serious personal or family problem, a conflict with a formal school activity more important than classroom instruction, a dire national threat necessitating the intervention of James Bond or Jack Bauer (note the Anglo-American alliance), or any other matter approved by the professor *in advance*. Please talk with the professor as far in advance of the anticipated absence as possible. The attendance portion of your grade will be calculated as follows: one percentage point will be deducted for every 1.5 hour session missed. For example, if you miss three hours of class (i.e., two sessions or the equivalent), your attendance grade will be factored as follows: 1% pt. x 2 absences = 2% pts., which deducted from the 10% possible, yields 8.

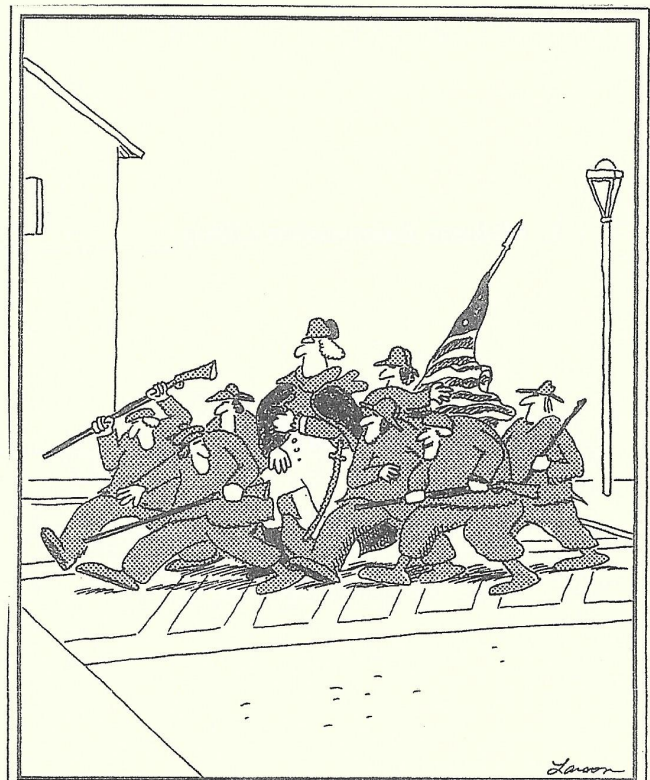
V. GRADING SCALE

The grading scale used in the Law, Justice and Culture Institute is as follows:

A	95-100	B	84-86	C	74-76
A-	90-94	B-	80-83	C-	70-73
B+	87-89	C+	77-79	D	65-69



"Well, of COURSE I did it in cold blood, you idiot!
I'm a reptile!"



Washington crossing the street

Law, Justice and Culture Institute
Dr. Charles J. Emmerich, Olivet Nazarene University

GRADE WORKSHEET

Name of Student: _____

Basis for Calculating Grade

1. Attendance (10%) _____

Classes missed:

2. Reading of Assigned Material (15%) _____

3. Class Preparation and Participation (25%) _____

4. Midterm Examination (20%) _____

5. Final Examination (30%) _____

TOTAL POINTS: _____

FINAL GRADE: _____

SCHEDULE OF CLASSES AND ASSIGNMENTS

FIRST WEEK

I. Foundational Principles

May 20 (Monday)

- 12:00** Lunch for Institute Students: Olivet students join the visiting students for lunch; key information and Q & A about the two weeks. An optional campus tour for visiting students can be arranged, if desired.
- 1:30** Course Introduction: a word about the Olivet-Center partnership and campaign *Restoring Our Noble Legal Heritage*; syllabus and class structure
- 3:00** Class Discussion:
- “Christian Citizenship” handout (Binder 2-6)
 - “One Nation Under God” (Binder 7; Trinity article, Binder Back Pocket)
- 5:15** Break: no required evening session.
- 6:00** Pizza and Extra-Credit Movie (optional): Earn three extra-credit points on the Midterm, enjoy free pizza, and have fun with your classmates watching the movie, *Expelled: No Intelligence Allowed*.

May 21 (Tuesday)

- 12:30** Devotional and Announcements: Prof. Emmerich
- 12:45** Class Discussion: “Formulating a Christian Worldview” chart for Sire, *The Universe Next Door*, chapters 1, 2, and 4 (1-34, 55-83) (Binder 1)
- 2:30** Class Discussion (buddy system): “Law and Morality: Critiquing Relativism,” based on Kreeft, *The Journey*, preface, chapters 1, 6, 7, 10, and epilogue (Binder 8-9)
- Preface & Ch. 1 “The Beginning” (9-22) _____
 - Ch. 6 “The Relativist” (67-82) _____
 - Ch. 7 “The Atheist” (83-88) _____
 - Ch. 10 “The Messiah” & Epilogue (113-128) _____
- 4:00** Lecture: “The Nature of Justice and Law: Foundational Principles” (Binder 10-13)
- 5:30** Break: no evening session

II. Law and Justice in Ancient Hebrew Society

May 22 (Wednesday)

- 12:30** Devotional: _____
- 12:45** Lecture: “The Ancient Near East and Old Testament Law,” encompassing:
- “The Torah and History” (Binder 15-18)
 - “The Concept of Covenant in the Ancient Near East” (Binder 19-22)
- 2:30** Class Discussion (buddy system): Wright, “Living as the People of God” (Binder 29-33)
- Preface, prologue and introduction (9-20) _____
 - Ch. 1 “The Theological Angle” (21-32) _____
 - Ch. 2 “The Social Angle” (33-45) _____
 - Ch. 3 “The Economic Angle” (46-66) _____
- 4:00** Lecture: “Law and Justice in the Old Testament” (Binder 23-28)
- 5:30** Break: catch your breath
- 6:15** Pizza and Movie (required): *First Knight*. How do different characters and events in the movie reveal the differences between the theistic and naturalistic conceptions of law and justice?

May 23 (Thursday)

- 12:30** Devotional: _____
- 12:45** Lecture: Finish “Law and Justice in the Old Testament” (Binder 23-28)
- 2:00** Class Discussion (buddy system): Wright, “Living as the People of God” (Binder 34-38)
- Ch. 4 “Economics and the Land” (67-102) _____
 - Ch. 5 “Politics and the World of Nations” (103-132), _____ (omit?)
 - Ch. 6 “Righteousness and Justice” (133-147) _____
- 4:00** Guest Speaker. Dr. Susan D. Emmerich, “Faith, Environment and Public Policy”
- 5:30** Break: catch your breath
- 6:00** Pizza and Extra-Credit Movie (optional): Earn three extra-credit points on the Midterm, enjoy free pizza, and have fun with your classmates watching the movie, *Amazing Grace*, the amazing story of British statesman and evangelical Christian William Wilberforce.

May 24 (Friday)

- 12:30** Devotional: _____
- 12:45** Class Discussion (buddy system): Wright, “Living as the People of God” (Binder 39-44)
- Ch. 7 “Law and the Legal System” (148-173) Sir Charles & _____
 - Ch. 8 “Society and Culture” (174-196) _____
 - Ch. 9 “The Way of the Individual” (197-212) _____
- 2:45** Class Discussion Led by Mr. Joshua Johnson: “A View from Eternity: William Wilberforce” (Binder 92; Pollock article, Binder Appendix), note the discussion questions in the back of the pamphlet.
Discussion Buddy Teams: _____
- 4:15** Community Leaders Forum: Community leaders share and field questions.
- 5:15** Break: no evening session.

May 25 (Saturday)

- 10:30** Midterm Examination: Syllabus Parts I & II (LJC Institute classroom, Weber 204).
- 11:30** Field Trip: On your own—details decided by the Assembly.

May 26 (Sunday)

- 3:30** Institute picnic: Free food and games! Details forthcoming.
- 6:45** Extra-Credit Movie (optional): Earn three extra-credit points on the final exam, and continue to have fun with your classmates watching the movie, *Evelyn*, a true story about one of the most famous cases in Irish legal history.

SECOND WEEK

III. The “Higher Law” and the United States Constitution

May 27 (Monday)

- 12:30** Devotional: _____
- 12:45** Lecture and Discussion: “Blackstone on the Nature of Laws” (Binder 46-49; Appendix)
Class Discussion: “We Hold These Truths . . .” (Binder 50-59; Trinity article, Binder Back Pocket)
- 3:00** Lecture: “The Historical Roots of Religious Liberty” (Binder 60-65)
- 4:30** Lecture and Class Discussion: “The Development of Religious Liberty in Colonial America” (Binder 66-69).
Lecture and Class Discussion (buddy system). “The American Heritage of Religious Liberty” (Binder 70-71). Adams & Emmerich, *A Nation Dedicated to Religious Liberty*:

- Foreword (xiii-xiv), & Introduction (1) _____ Class discussion
- Ch. 1 "The Historical Roots of Religious Liberty" (3-20) _____
- Appen. 1 (97-114), & Appen. 2 (115-16, 120-21) _____

5:30 Break: no evening session

6:00 Dinner (optional): with Sir Charles and Dr. Sue for guy/girl gatherings!?

May 28 (Tuesday)

12:30 Devotional: _____

12:45 Lecture and Class Discussion (buddy system). *Nation Dedicated* (Binder 72-78)

Ch. 2 "The Founders on Religious Liberty" (21-31)

- The Enlightenment Separationists _____
- The Political Centrists _____
- The Pietistic Separationists _____

Ch. 3 "The Supreme Court and Religious Liberty" (32-42) Sir Charles & _____

Ch. 4 "Animating Principles of Religion Clauses" (43-73) Sir Charles & _____

4:00 Ch. 5 "Religious Liberty in Contemporary America" (74-93)

- Equal Access Controversy _____
- Religious Symbolism in Public Life _____
- The Constitutional Definition of Religion _____

Conclusion (94-96) _____ Class discussion

5:30 Break: no evening session planned; Assembly to decide about extra-credit movie.

IV. Nazism and Natural Law: Justice at Nuremberg

May 29 (Wednesday)

12:30 Devotional: _____

12:45 Lecture: "Life in the Third Reich" and "The Nuremberg Trials" (Binder 80-84);
"Excerpts from Nuremberg" (Binder Appendix)

2:15 Class Discussion: "Law as Power: The Barbarism of Nazism" (Binder 85-87)

Robert Jackson, "Opening Address" at the Nuremberg Trial (Binder Appendix)

- Introduction (1-6) _____ Sir Charles & _____
- The Lawless Road to Power (6-9) _____
- The Consolidation of Nazi Power (9-20) _____
- The Waging of Aggressive War (20-26) _____
- Crimes in the Conduct of War (26-30) _____
- The Law of the Case (30-34) _____
- The Crime Against Peace (34-36) _____
- The Law of Individual Responsibility (36-37) _____
- Political, Police and Military Organ. (37-38) _____
- The Responsibility of this Tribunal (38-40) _____ Sir Charles & _____

3:45 Class Discussion: "Human Nature and Authority" (Binder 89; Milgram article, Binder Back Pocket)

- The Nature of the Experiment _____
- Tensions Experienced by Subjects _____
- Conclusions & Authority and Obedience _____ Class discussion

4:15 Class Discussion Led by Mr. Joshua Johnson: "Christian Courage at the Crossroads: Dietrich Bonhoeffer" (Binder 90; Kelly article, Binder Back Pocket)

5:30 Break: get ready for a long movie night!

6:00 Pizza and Movie (required): *Nuremberg* (bring your own drink), an accurate recounting of the historic trial in a well-produced movie.

May 30 (Thursday)

12:30 Devotional: _____

12:45 Guest Speaker: Col. Douglas Moore, "The Crucible: Military Law under Fire"

2:00 Buddy Team "Debate": Col. Douglas Moore, "Problem of the Grudge Informer" (Binder 88; Fuller article, Binder Back Pocket)

- The Facts _____
- First Deputy _____
- Second Deputy _____
- Third Deputy _____
- Fourth Deputy _____
- Fifth Deputy _____
- The Solution? Class discussion

3:15 Class Discussion (buddy system): "A Defense of Moral Absolutes" (Binder 93-95, Lewis, *Mere Christianity*, bk. I)

- Preface Class discussion
- Ch. 1 "The Law of Human Nature" _____
- Ch. 2 "Some Objections" _____
- Ch. 3 "The Reality of the Law" _____
- Ch. 4 "What Lies Behind the Law" _____
- Ch. 5 "We Have Cause to be Uneasy" _____

5:30 Break: catch your breath!

V. Providence and Transcendence

May 31 (Friday)

12:30 Devotional: _____

12:45 Class Discussion: finish C.S. Lewis, *Mere Christianity*

1:30 Discussion Leader/Speaker: Mr. Zach Bohannon, "Affirming Transcendence in Modern American Law" (Binder 96-99, Johnson, *Reason in the Balance*)

- Introduction (7-18) _____
- Ch. 1 "Is God Unconstitutional" (19-34) _____
- Ch. 2 "The Established Religious ..." (35-50) _____
- Ch. 7 "Natural Law" (133-153) _____

3:30 Guest Speaker: Mr. Morse Tan, "My Vocational Journey in the Law"

5:00 Class Reading: "The 28 Great Ideas that Changed the World"

5:15 Break: transition to LJC Institute

6:00 **LJC Institute Graduation Dinner**

Location/Attire: Brick Stone Restaurant is located in Bourbonnais at 557 William Latham Drive. Attire for the dinner is business casual; if you have any questions about how to dress, ask the Center's fashion consulting firm A & G (Anna & Grant).

June 1 (Saturday)

10:00 Final Examination: Syllabus Parts 1-V (LJC Institute classroom, Weber 204).

12:00 Check out of apartments.

CONGRATULATIONS ON SURVIVING AN ARDUOUS, BUT FUN, TWO WEEKS!

Law, Justice and Culture Institute

Review for Midterm Examination

Basic Information

Format. The midterm test is entirely objective, consisting of fill-in questions, short definitions, multiple choice, and perhaps matching. It normally takes no more than one hour to complete.

Time and Location. Saturday, May 21, 10:30 a.m., Weber Center 204 (LJC Institute classroom).

Pages Read. On the midterm, you will be asked, "How many pages of the following assigned material did you read?" Please be prepared to answer this question with a specific number of pages read.

• Syllabus and Faculty/Guest Lecturers Handout	15
• Center/Olivet materials (brochure, "At a Glance," Noble Legal Heritage, etc.)	8
• "One Nation Under God," Trinity Magazine	3
• Biblical Passages for Christian Citizenship	12
• James Sire, <i>The Universe Next Door</i> , Chapters 1, 2, and 4	58
• Peter Kreeft, <i>The Journey</i> , Preface, Chapters 1, 6, 7, 10 & epilogue	40
• Christopher Wright, <i>Living as the People of God</i> , entire book except Chapter 5	174
• Pollock, <i>William Wilberforce: A Man Who Changed His Times</i>	27
	<hr/>
	Total 337

Introduction

Basic knowledge of quotations (for example—Camus, Wilberforce) discussed in class, questions taken from movies and guest speakers, and knowledge of the Center and Center-Olivet partnership is fair game.

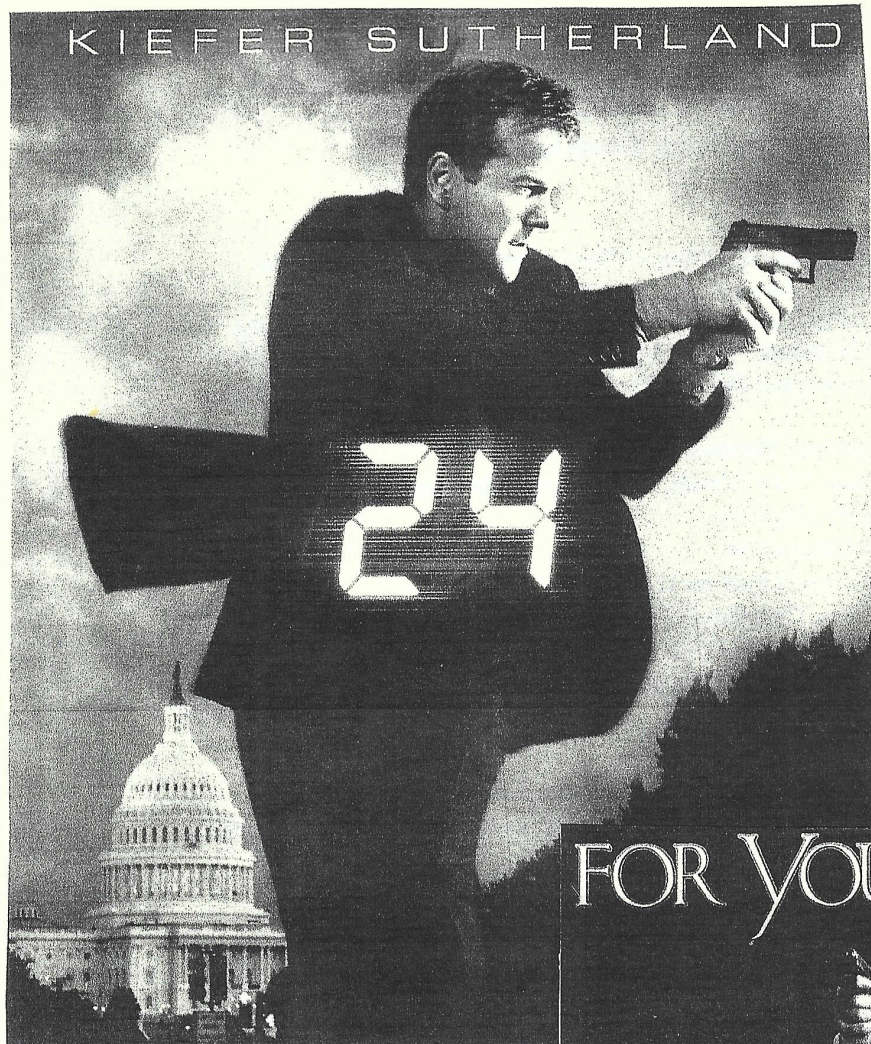
A. Foundational Principles [35%]

- Define "worldview." Contrast Christian theism and naturalism (Sire chart).
- Be able to answer the questions on the Christian citizenship outline; you do need to know important scripture passages, narratives, and principles, but do not need to know specific verse references
- Review Romans 13. What are the two basic purposes of government?
- Contrast the naturalistic and supernaturalistic views of justice and law. Know the chief proponents of these views. What are the characteristics of justice? Define "natural law" in a broad sense.
- Know the literary approach (allegory with characters) of Kreeft's *The Journey*, as well as
- basic conclusions he comes to in the assigned material.

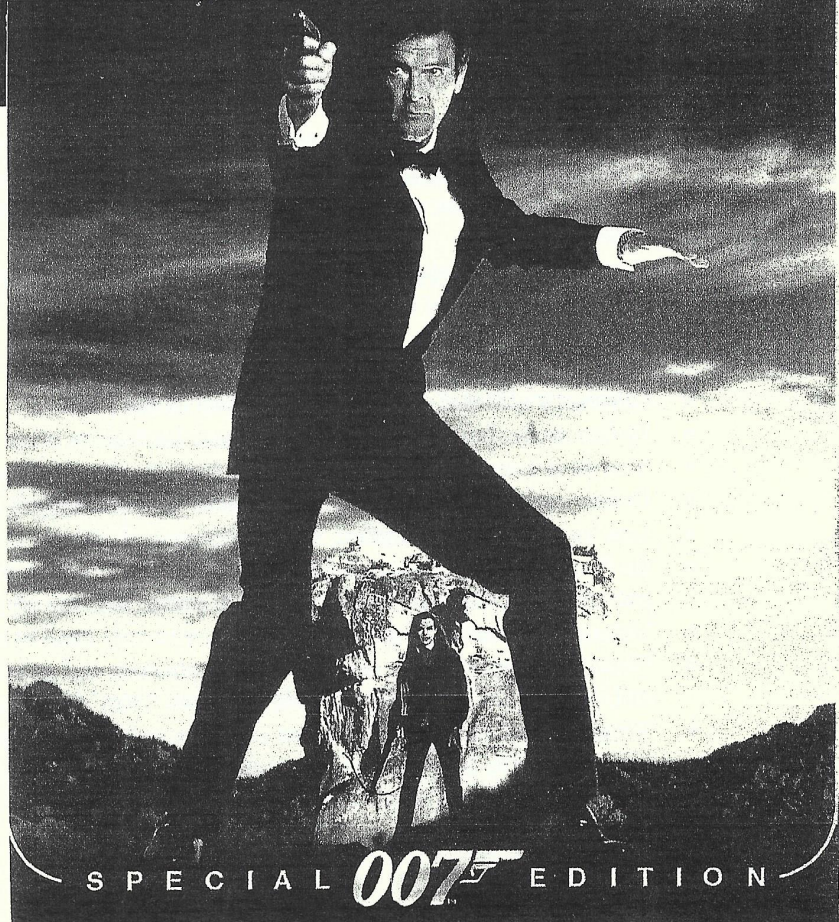
B. Law and Justice in Ancient Hebrew Society [65%]

- Contrast traditional and naturalistic views of the Torah.
- Define archeology; know its purposes and limitations when it comes to theology.
- You do not need to know documentary hypothesis or excavations in detail.
- Define covenant. Why do scholars believe Deuteronomy is a "suzerainty treaty"?
- Law as mediation/arbitration; what is purpose of Hebrew courts?
- Be familiar with typical judicial proceeding in OT; define important terms and concepts (i.e., paterfamilias, sib, legal assembly, use of oaths, hue and cry, city gate)
- Nature of ancient near eastern law codes; you only need to know Code of Hammurabi (CH)
- General guidance: focus on key leaders, concepts, and principles, rather than specific verses and dates (knowing books of Bible and basic "eras" is adequate).
- Wright's book: focus on important concepts and people emphasized in class (for example—ethical triangle, importance of exodus, concept of paradigm, principles of land law and relationship of individuals to society) and on chapters 6 & 7 (important!)

KIEFER SUTHERLAND



FOR YOUR EYES ONLY



Law, Justice and Culture Institute

Review for Final Examination

Assigned Reading (15% of course grade)

On the final examination, you will be asked: “How many pages of the material assigned since the midterm did you read?” Please come prepared to answer this question.

Blackstone, “Of the Nature of Laws in General”	8
Blackstone biography and “Higher Law” Outline	2
Sir Charles, “We Hold These Truths,” Trinity Magazine	5
Adams & Marshmallow, <i>A Nation Dedicated to Religious Liberty</i>	118
Excerpts from the Nuremberg Trial	3
Justice Jackson’s Opening Address at Nuremberg	40
Lon Fuller, <i>The Problem of the Grudge Informer</i>	5
Milgram’s Experiment	5
C.S. Lewis, <i>Mere Christianity</i> (bk I)	29
Phillip Johnson, <i>Reason in the Balance</i> , Intro, Chapters 1, 2, and 7	63
Article on Dietrich Bonhoeffer (<i>Christianity History</i>)	10
TOTAL	288

Introduction

- Devotionals, quotations discussed in class, questions taken from movies and guest speakers, as well as basic knowledge of the Center and your classmates is fair game.
- About 20% of the final will be made up of questions taken from the midterm.
- NOTE: The readings from Lewis and Johnson will not be covered extensively on the final—only a couple of questions on these will be included. However, Mr. Bohannon’s “worldview” discussion of Johnson is fair game. The articles on Bonhoeffer and Wilberforce will be covered briefly (only a couple of questions) on the final.

A. The Higher Law and the United States Constitution [45%]

- Blackstone: different types of law, concept of natural law, definition of “civil” law.
- Recognize the “Emmerichian” five principles of natural law.
- Rudimentary political theory from the Declaration of Independence.
- Lecture on History of Religious Liberty: important events, persons and terms include theocracy, Augustine and later Aquinas and the right to suppress heresy, Erastianism, Peace of Augsburg (1555) and Peace of Westphalia (1648), typical characteristics of an historical establishment of religion (as evident in Elizabethan settlement, Congregational establishment in New England, Anglican establishment in the South), champions of religious liberty (Roger Williams and William Penn, this is KEY), de facto toleration in the middle colonies, First Great Awakening.
- Adams and Marshmallow: focus on Declaration of Independence, Virginia Struggle, Constitutional Convention (place, date), First Congress (place, date), threefold importance of Article VI, the religion clauses (establishment clause and free exercise clause), the three schools of thought of the Founders on religion and government, the core value of religious liberty (this is KEY), the unified vs. dualistic interpretive approach of interpreting the religion clauses, list and briefly define the four animating principles (see conclusion to chapter 4), Founders’ definition of tyranny, two misconceptions of

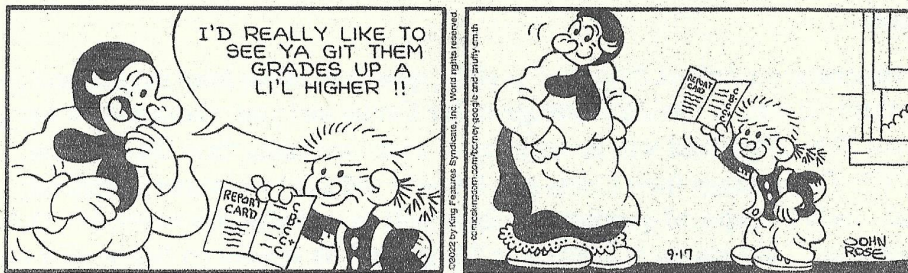
separation, historical support for accommodation of religion, *Widmar* and the equal access controversy, the three-prong definition of religion from *Africa* case, John Adams quote at end of book.

- Documents: Williams, “Mr. Cottons Letter ...” and the pietistic wall; Penn’s “Great Case of Liberty of Conscience...” and the idea of liberty of conscience as divine property with trespass analogy; Jefferson’s Danbury Baptist letter and the enlightenment wall, “Bill for Establishing Religious Freedom”; Madison’s “Memorial and Remonstrance.”

B. Nazism and Natural Law: Justice at Nuremberg [35 %]

- Life in the Third Reich: basic historical background/context, focus on persecution of Christian churches, the Jews and labor and on the Nazification of law and government.
- Nuremberg Trial Background: know the London Agreement (1945) and its four signatories; you must be able to list and briefly define the four counts of the indictment; what did the defendants argue?
- Jackson’s Opening Address: focus on intro (1-6), consolidation of power (9-20), and especially discussion of legal principles and importance of trial at end of address.
- Several objective (fact type questions) will be taken from the Grudge Informer exercise and from the Milgram experiment.

BARNEY GOOGLE AND SNUFFY SMITH BY JOHN ROSE



GET FUZZY BY DARBY CONLEY



HAGAR THE HORRIBLE BY CHRIS BROWNE

