

RELIGIOUS WORLDVIEWS*

	CHRISTIANITY	ISLAM	SECULAR HUMANISM	POLITICAL CORRECTNESS	MARXISM
Sources → Subjects ↓	The Bible	Koran, Hadith Sunnah	Humanist Manifestos I/II/ III	Nietzsche/Rorty Foucault/Derrida, Frankfurt School	Marx/Engels/Lenin/Mao/ Frankfurt School
THEOLOGY	Theism (Trinitarian)	Theism (Unitarian)	Atheism	Atheism	Atheism
PHILOSOPHY (truth)	Correspondence/ Faith/Reason	Faith/Reason	Pragmatism/ Scientism	Pluralism/ Anti-Rationalism	Dialectical Materialism
ETHICS	Moral Absolutes (Individualism)	Moral Absolutes (Collectivism)	Moral Relativism (Collectivism)	Moral Relativism (foster victimhood & /Collectivism)	Proletariat Morality (Collectivism)
ORIGIN SCIENCE	Creationism (Intelligence, Time, Matter, Energy)	Creationism (Intelligence, Time Matter, Energy)	Naturalism (Time/Matter/Energy)	Naturalism (Time/Matter/Energy)	Naturalism (Time/Matter/Energy)
PSYCHOLOGY	Mind/Body Dualism (fallen)	Mind/Body Dualism (non fallen)	Monism/self-actualization (tabula rasa)	Socially constructed self Monism (tabula rasa)	Monism/behaviorism (tabula rasa)
SOCIOLOGY	Traditional Family/Church/ State	Polygamy/Mosque & State	Nontraditional Family/statist utopia	Destroy Family, church and Constitution	Classless Society/ Anti-patriarchy utopia
LAW	Divine/natural law	Shari'a	Positive law	Critical legal studies (Positive law)	Proletariat law (Positive law)
POLITICS	Justice, freedom, order Sovereign Spheres	Global Islamic Theocracy Ummah	Global Statism Progressivism	Atomization and/or Anarchy/social democracy	Global & Stateless
ECONOMICS	Stewardship of property	Interventionism	Interventionism & 3 rd Way	Dirigisme Socialism/Fascism	Communal Socialism
HISTORY	God's Plan of Redemption	Determinism (Jihad)	Materialistic Naturalism Revisionism	Critical Theory & Revisionism	Dialectic Materialism Revisionism

*Based on David Noebel's Understanding the Times with modifications by R W Hawkins

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How to Use the Chart

Each one of the elements within the Religious Worldview chart is a presuppositional truth-claim derived from the sources listed across the top. These presuppositions can't be empirically proven but are accepted as "truth" by faith. For example, neo Darwinian evolution is not a proven truth-claim but is accepted as truth based on a deep seated belief system also referred to as a religion. Each of these worldviews, therefore, is a faith based religion attempting to explain and guide the whole of life and answer life's ultimate questions:

1. Where did we come from?
2. What is the purpose of life?
3. What has gone wrong with the world?
4. What is the fix to correct the world's problems?
5. What happens when I die?

Logically, all these worldviews can't all be correct without violating the law of non-contradiction. Our journey through life should entail the search for truth by testing the truth-claims we've accepted and discarding those that don't conform to truth (reality). A goal of education, then, is to equip the student for this journey to be able to discern truth from the truth-claims of the competing worldviews.

Six principles regarding truth are (from RZIM's Foundations of Apologetics):

1. Truth is non-contradictory; it does not violate the laws of logic.
2. Truth is absolute; it does not depend upon any time, place or conditions.
3. Truth is discovered; we do not create it in our minds but rather it is something everybody can find.
4. Truth is descriptive; it is the agreement with our minds to reality via a coherent story or recall.
5. Truth is inescapable
6. Truth is unchanging

The Worldview Battle For Truth – Verifying the truth-claims

“In every discipline in mainstream academia, one finds a dominant worldview which is dominant not based on a consideration of the full range of evidence but because alternative worldviews have been pushed out of the way. Often, facts that would undermine the dominant worldview are suppressed, or simply not mentioned. It isn't widely known, e.g., that artifacts, objects clearly made by human beings, have been found embedded in solid rock supposedly millions of years old. We aren't referring to a mere handful of findings. If that was the case, we could dismiss them as mistakes or hoaxes. There are thousands of such cases, however. Beginning in the 1970s physicist and author William R. Corliss began archiving them. Corliss passed away in 2011, but his work remains available to anyone willing to go to the trouble of consulting it.

Scientists have a very scientific way of dealing with anomalies. They lock them in backrooms of museum basements and forget about them. The Internet has made the dissemination of information about scientific anomalies more readily available, however. This creates problems for dominant paradigms in all areas of astronomy, biology, anthropology, and archeology. It also creates backlash, as those tied to dominant paradigms will launch online counterattacks to try to discredit alternatives. These will rely primarily on random mixings of different claims of varying validity, sarcasm, name-calling, all disguising the fact that authoritarian gestures have been substituted for actual argument.” <http://www.newswithviews.com/Yates/steven182.htm>