

## STUDENT SYLLABUS

Office: C-164, Office Hours: generally T-R, all day (I attend chapel daily at 11:00 a.m.), and at other times by appointment. Telephone: 313-5408, or ext. 35408 on campus, Email: joel.heck@concordia.edu. Invite me to be your friend on Facebook. Whenever my office is open, feel free to stop in to chat or just to use my stapler for papers you are submitting to any class. If you have a friend or relative who wants to sit in on a class, I love visitors. They are welcome any time, even unannounced, as long as we don't have a test scheduled for that date.

### I. REL 3361 THE WRITINGS OF C. S. LEWIS (2009)

studies the life, the works, the literary criticism, the themes, and the thought of C. S. Lewis, with attention to the various literary genres within which Lewis wrote. This course serves as a religion elective and is eligible to meet part of the religion requirement in the core. Prerequisite: Old Testament and New Testament.

### II. GENERAL OBJECTIVE

The general objective of this course is to provide students with an understanding of the contributions of C. S. Lewis to literature, philosophy, theology, and their impact especially on American Christianity.

### III. LEARNING ACTIVITIES

- A. Reading selected writings of C. S. Lewis within the eight major genres in which C. S. Lewis wrote, i.e., children's fiction, adult fiction, Christian topics, poetry, philosophy, literary history and criticism, autobiography, and correspondence. Class discussions will occur on most readings.
- B. Memorization of key events in the life of C. S. Lewis to provide a framework within which to study his writings. Quiz on this material.
- C. Viewing of *Shadowlands* (in class). Written, two-page reactions to the video is required, approximately half summary of the contents and half reaction and critique. A second video review may be submitted by September 30. To select this assignment, you must speak to your instructor by September 11 and borrow a video from him.
- D. There will be a research project this semester. You may work alone or in pairs. If you work in pairs, the number of sources needed increases by sixty percent and the length of the paper by two pages. Your topic must be selected no later than September 16. The research paper must:
  1. Be constructed in an orderly manner;
  2. Show that you understand the basic material presented in the course and can use outside references;
  3. Make use of quotations (two to five per page is a good guideline) and give proper credit, using at least five footnotes per page;
  4. Follow Turabian (*Chicago Manual of Style*);
  5. Be 5-7 pages long, 12-point type, one-inch margins. No title page is needed;
  6. Have a clear focus and argue for a definite position or conclusion on the topic of your choice;
  7. Be written carefully so that the final product is clear, avoids redundancy and filler, and is correct in spelling and grammar (if you find a spelling mistake in this syllabus, then you are allowed to make spelling mistakes!)
  8. Typewritten, double-spaced; include a bibliography of at least ten sources used in the paper, with no more than thirty percent of your bibliography from the Internet. Your research must be submitted both electronically and in paper copy prior to your class presentation;
  9. The topic for research needs to focus on some of the people associated with Lewis with special emphasis upon their relationship with Lewis. One of the following needs to be selected: Lascelles Abercrombie, G.E.M. (Elizabeth) Anscombe, Paul V. M. Benecke, J. A. W. Bennett, Muriel Bradbrook, H. F. B. Brett-Smith, Nevill Coghill, Helen Darbishire, Nan Dunbar, H. V. D. Dyson, T. S. Eliot, Helen L. Gardner, Colin Hardie, R. E. ("Humphrey") Havard, Richard W. Ladborough, F. R. Leavis, Cecil Day Lewis, Gervase Mathew, C. T. Onions, I. A. Richards, Dorothy Sayers, J. A. Smith, Janet Spens, A. J. P. Taylor, E. M. W. Tillyard, John Wain, Edith Wardale, Thomas H. Warren, George Watson, Thomas Dewar Weldon, Charles Williams, F. P. Wilson, and Henry U. Willink. Initial information about many of these people can be gleaned from Appendix V of *Irrigating Deserts*. In the case of members of the Inklings, Humphrey Carpenter's book *The Inklings*, or Diana Glyer's book, *The Company They Keep*, will be helpful.

A major option for this research assignment (no more than three people on this project; first come first served after class) is to get involved in discovering the number of copies of *Mere Christianity* (or one or more of the other writings of Lewis) that have been published since its original publication. This will involve finding out who published the book (several have done so), writing to publishers who have published the book (we will craft the letter together, and it will be sent under my signature), whether in the United States or in the United Kingdom, asking them for any records they have on the number of copies printed and sold, and compiling the total results. Concordia will pay for the postage and printing of letters.

E. A reading assignment on *Perelandra*.

Read the posted summary of *Perelandra* on Blackboard. Be prepared to answer questions about this book summary on the Final Exam.

F. Writing an additional letter to *The Screwtape Letters*. Write one to two typewritten, double-spaced pages. Read at least one of the assigned Screwtape letters to get an idea what Lewis did. You need to write a letter, advising Wormwood on the art of temptation. Develop one main idea by selecting a particular sin you want to give advice on, develop your argument, and reach a conclusion. It needs to be long enough to develop your main idea. By “develop,” I mean “give enough details on the nature of the temptation so that the reader can see how this temptation could work.” It also means that the reader can see how your argument flows from paragraph to paragraph, with each subsequent paragraph building on the preceding ones. Don’t speak in vague generalities. In order to focus your thinking, state your purpose in one of the first few sentences, definitely in the first paragraph. Always proofread anything you submit. Four sample letters are posted in Unit III on Blackboard.

G. Some extra credit options

Students may select a chapter of *A History of University College, Oxford* by Robin Darwall-Smith or *The History of Magdalen College* and write a summary one-page report that will also be presented orally in class (not read to the class), explaining what it is about this chapter on the history of Lewis’s undergraduate college that is worthy of our attention. In return for satisfactory completion of this project, students will receive a one-level boost in the assignment grade (see below) for each chapter reported on. A maximum of two chapters may be read and reported on for this extra credit option. Another option is to read all of the references to C. S. Lewis (both books have a good Index) and write a two-page report on the role of C. S. Lewis in that college’s history. This extra credit option will count as 5% of your grade if you head the project, and all other graded assignments will shrink to 95% of their original worth.

#### IV. LEARNING OUTCOMES

Every student makes a unique contribution to each class, and this one is no exception. You will find yourself capable of understanding and applying the writings of Lewis to your life, in short, learning much about life, literature, theology, and even the process of learning itself. However, you are not in this course alone. You are now part of a team of learners that includes, first of all, yourself, secondly, your classmates, thirdly, the course materials, and fourthly, your instructor.

As a result of this course, students will . . .

1. Understand and be able to replicate the broad outline of the life of C. S. Lewis.
2. Develop leadership skills through exposure to one of the world’s most effective literary leaders.
3. Demonstrate effective writing skills and creativity in the writing of a Screwtape letter.
4. Think theologically about the writings of Lewis and apply those insights to their lives.
5. Understand the thinking of Lewis within the major genres in which he wrote.
6. Develop presentation skills in presenting summaries of readings related to the life and writings of Lewis.

#### V. ATTENDANCE POLICY

Attendance at every class session is crucial to the student’s success. Every absence, whether excused or unexcused, must be explained to the instructor in writing by the next period in which the student returns to class. Absence for a class in which the student is scheduled to report will result in a failing grade for the assignment,

unless there is a legitimate doctor's excuse. Doctor's appointments that could have been scheduled at another time are not acceptable excuses.

## VI. EVALUATION PROCEDURES

- A. Quiz on the life of C. S. Lewis 5%
- B. Four Exams 65% (15% for the three Unit Exams; 20% for the Final Exam)
- C. Homework Assignments 10%  
(class discussions [which show that you read the material for each class], written film reaction [2%], Internet assignment [2%], Screwtape letter [2%], *Mere Christianity* report [2%]. There may be an occasional quiz to check on the reading assignments. Failure to attend class on the day of your report on *Mere Christianity* and lacking an excused absence results in a double F for this portion of your grade.
- D. Research Assignment 20%

## VII. TEXTBOOKS (\*denotes Founders Library holdings)

### Required

Dorsett, Lyle W., ed. *The Essential C. S. Lewis*. New York: Macmillan, 1988.

\*Lewis, C. S. *Mere Christianity*. New York: Macmillan, 1952.

\*Lewis, C. S. *The Magician's Nephew*. New York: Macmillan, 1955.

\*Heck, Joel, *Irrigating Deserts: C. S. Lewis on Education*. St. Louis: Concordia Publishing House, 2006.

Lewis, C.S. and Tillyard, E.M.W. *The Personal Heresy: A Controversy*. Reprint edition. Austin, Texas: Concordia University Press, 2008.

## VIII. TENTATIVE ASSIGNMENT SCHEDULE

Read the assigned material, listed in parentheses, prior to the class period for which it is listed. We meet three times weekly for fifty minutes, 3:00-3:50 p.m. Please note the attached pages of Study Questions for various class periods. **SQ** denotes that there are Study Questions in this syllabus for this assignment. There are Study Questions for all of the readings in *Mere Christianity* in this syllabus. Class meets in C-238.

### August

26 The Syllabus, A first glimpse of C. S. Lewis, Lewis and the Internet (see page 13 of the syllabus)

Unit I, The Life and Letters of C. S. Lewis: This unit will cover the life of Lewis, the development of the author Lewis, and the place of his voluminous correspondence in his life. Readings will include selections from *Surprised by Joy* and *The Letters of C. S. Lewis*. This unit will include a PowerPoint visit to Oxford to see where he taught (Magdalen College) and lived (The Kilns). The first 15 minutes of each class will be devoted to a discussion of the chapter assigned for reading in *Mere Christianity*. Failure to attend class on the day of your report and lacking an excused absence results in a double F for this portion of your grade.

28 *Mere Christianity*, I, 1, *Shadowlands* (first half of video) (each student will be asked to summarize one chapter in *Mere Christianity*, read Heck, Introduction and Chapter 1, **SQ**)

31 *MC*, I, 2, *Shadowlands* (second half of video), Discussion of *Shadowlands*

### September

2 *MC*, I, 3, Early life of C. S. Lewis (read Heck, Chapter 5, **SQ**, review of *Shadowlands* due)

4 The life of C. S. Lewis: *Surprised by Joy*, "The First Years," "The Great Knock" (read Dorsett, pages 23-38, **SQ**)

7 **Labor Day, No Class**

9 *MC*, I, 4, The life of Lewis: *Surprised by Joy*, "The New Look," and "Checkmate" (read Dorsett, pages 39-50, **SQ**)

11 *MC*, I, 5, The life of Lewis (submit "C. S. Lewis and the Internet" assignment, second optional video review due, Heck, Chapter 6, **SQ**)

14 *MC*, II, 1, The later life of C. S. Lewis, *The Letters of C. S. Lewis* (read Dorsett, pages 51-56 and 521-532)

16 *MC*, II, 2, The later life of C. S. Lewis (Quiz on the Life of C. S. Lewis, Heck, Chapter 7, **SQ**)

Unit II, Children's and Adult Fiction: This unit discovers the sanctified imagination of Lewis, which enabled him to write to both children and adults. Students read and discuss *The Lion, the Witch, and the Wardrobe* and *The*

*Magician's Nephew*. The role of imagination in the Christian life will be discussed in the light of talking animals and the Christ-figure Aslan. The unit continues with an introduction to the Space Trilogy. We read *Perelandra*, contained in the Dorsett volume, and discuss it.

18 **Unit I Exam (Life and Letters)**

- 21 MC, II, 3, Introduction to Children's Literature, read the first third of *The Lion, the Witch, and the Wardrobe* (Dorsett, pp. 62-86, **SQ**)
- 23 MC, II, 4, More on Narnia and *The Lion, the Witch, and the Wardrobe* (movie?)
- 25 MC, II, 5, *The Lion, the Witch, and the Wardrobe* (Dorsett, pp. 87-115, **SQ**)
- 28 MC, III, 1, Discussion of *The Lion, the Witch and the Wardrobe*; (Dorsett, pp. 116-139, **SQ**)
- 30 MC, III, 2, start reading *The Magician's Nephew* (Chapters 1-5), Introduction to The Ransom Trilogy (*Out of the Silent Planet, Perelandra, That Hideous Strength*)

October

- 2 MC, III, 3, *The Magician's Nephew* (read Chapters 6-10 of *The Magician's Nephew*)
- 5 MC, III, 4, *The Magician's Nephew* (read Chapters 11-15 of the book)
- 7 MC, III, 5, "Meditation in a Toolshed" (This reading will be done in class.)
- 9 J.R.R. Tolkien's "On Fairy-Stories" (on Blackboard)
- 12-16 **No Classes, Fall Break**
- 19 **Unit II Exam (Adult and Children's Fiction)**

Unit III, Christian Topics: This unit covers selected portions of Lewis's writings on Christian topics. Selections will be read from *Undeceptions, Christian Reflections, The Weight of Glory and Other Address, The Screwtape Letters* (probably Lewis' best-selling serious book), and *The World's Last Night and Other Essays*. It will include discussion of Lewis's views on such topics as naturalism and supernaturalism, God and creation, revelation, sin and temptation, atheism and agnosticism, suffering, and prayer.

- 21 MC, III, 6, "The Weight of Glory" (361-370, **SQ**)
- 23 MC, III, 7, "The World's Last Night" (pp. 383-392, **SQ**)
- 26 MC, III, 8, "God in the Dock" (pp. 326-329, **SQ**), Introduction to *A Grief Observed*
- 28 MC, III, 9, "Modern Theology and Biblical Criticism" (pp., 349-360, **SQ**)
- 30 MC, III, 10, *The Screwtape Letters* (Dorsett, pp. 297-304, see Learning Activities, F., **SQ**)

November

- 2 MC, III, 11, *The Screwtape Letters*, Part Two
- 4 MC, III, 12, Lewis on Education (Heck, Chapter 2, **SQ**, your Screwtape letter is due)
- 6 MC, IV, 1, "What Are We to Make of Jesus Christ?" and "Rejoinder to Dr. Pittenger (pp. 330-333, 344-348, **SQ**)
- 9 **Unit III Exam**

Unit IV, Christian Topics/Poetry, Philosophy, Literary History, Theory, and Criticism: In this unit students read the complete *The Personal Heresy* (philosophy), selections from *Poems*, and selections from *They Asked for a Paper, The Allegory of Love*, and other Lewis writings. The summary of *Perelandra* should be read during this unit and will be tested on the final exam. We will hear a portion of the only published recording of the voice of C. S. Lewis, and we will hear of summaries of other works by Lewis.

- 11 MC, IV, 2, Introduction to *The Great Divorce* and *The Allegory of Love* (Theology or Leadership Assignment due, read Dorsett, pp. 482f.)
- 13 MC, IV, 3, *The Personal Heresy* (Introduction, chapter one; will be tested as an open book portion of the final exam)
- 16 MC, IV, 4, start reading the summary of *Perelandra, The Personal Heresy* (chapter two)
- 18 MC, IV, 5, *The Personal Heresy* (chapter three), Heck, Chapter 8
- 20 MC, IV, 6, *The Personal Heresy* (chapter four)
- 23 MC, IV, 7, *The Personal Heresy* (chapter five), *English Literature in the Sixteenth Century* (Dorsett, pp. 484-487, **SQ**)
- 25-29 **No Classes, Thanksgiving Break**
- 30 MC, IV, 8, *The Personal Heresy* (chapter six)

December

- 2 *MC, IV, 9, An Experiment in Criticism* (instructor handouts), (Heck, Chapter 9, **SQ**)
- 4 *MC, IV, 10, Walter Hooper at Concordia University in 2007: "C. S. Lewis at Home in Oxford"*
- 7 *MC, IV, 11, Poems* (Dorsett, pp. 416-423), Walter Hooper at Concordia University in 2007: "C. S. Lewis at Home in Oxford" (Part Two) (Research Paper Due Date)
- 9 *Miracles* and "Miracles" (pp. 334-343, **SQ**), *Reflections on the Psalms* (Dorsett, pp. 393-406)
- 11 "De Descriptione Temporum" (Dorsett, pp. 471-481), hear a recording of the voice of C. S. Lewis
- 14-18 **Final Exams**

A BRIEF CHRONOLOGY OF THE LIFE OF C. S. LEWIS (for your quiz)  
from *The Essential C. S. Lewis*, Lyle W. Dorsett, editor

THE EARLY YEARS

- 1898 Born on November 29 in Belfast, Ireland.
- 1914 Tutored by W. T. Kirkpatrick.
- 1916 Read George MacDonald's *Phantastes*. This book, he wrote, "baptized" his imagination. MacDonald, he later claimed, was quoted in every book he subsequently published.

THE UNIVERSITY AND WAR YEARS

- 1917 Began his studies at University College, Oxford, in April.

HIS OXFORD ACADEMIC CAREER

- 1925 Elected Fellow in English Language and Literature at Magdalen College, Oxford.
- 1931 Became a Christian during the motorcar ride to the Whipsnade Zoo
- 1941 Began a series of twenty-four talks on the British Broadcasting Corporation radio.
- 1942 Published *The Screwtape Letters*.
- 1950 Received his first letter from Joy Davidman; published *The Lion, the Witch and the Wardrobe* (first Narnian Chronicle).
- 1952 Met Joy Davidman; published *Mere Christianity*, which includes *Broadcast Talks*, *Christian Behaviour*, and *Beyond Personality*, all in revised form.

HIS CAMBRIDGE ACADEMIC CAREER

- 1955 Assumed the position of Professor of Medieval and Renaissance Literature at Magdalene College, Cambridge.
- 1956 Married Joy Davidman in a civil ceremony in April; published *The Last Battle* (last Narnian Chronicle).
- 1960 His wife, Joy, died on July 13.
- 1961 Published *A Grief Observed*.
- 1963 Died on November 22, the same day Aldous Huxley and John F. Kennedy died.

Study Questions on *Surprised by Joy*

**"The First Years"**

- With what five blessings did Lewis begin his life?
- What were Warnie and Jack's earliest pictures?
- What was Jack's first experience of beauty?
- What about books in Albert's house?
- What was the impact of *Squirrel Nutkin* and poetry?
- What is joy?
- What happened with his mother's death (last paragraph)?

**"The Great Knock"**

- How did the Great Knock differ from Jack's expectation?
- What would a normal day look like for Jack?
- What is the difference between selfish and self-centered?
- Who were Jack's two greatest teachers?

**"The New Look"**

The Great War between Lewis and Barfield destroyed what two things?

Comment on this statement: "it is more important that Heaven should exist than that any of us should reach it."

The New Look, according to Green & Hooper (p. 101) involved the belief that "the Christian myth" conveyed as much truth as most minds are able to grasp; but nothing to fear and nothing to obey.

**“Checkmate”**

What did Lewis experience, both with regard to some of his friends (Nevill Coghill) and the kind of literature he was reading (MacDonald, Chesterton, Johnson, Spenser, Milton, Herbert)?

Why can't a young atheist guard his faith too carefully?

What did Chesterton's *Everlasting Man* do for Lewis?

What did Lewis find when he looked at himself?

Was Lewis's conversion a willing one?

What did Lewis learn from Samuel Alexander's *Space Time and Deity*?

Comment on the last paragraph of the chapter.

***“Modern Theology and Biblical Criticism”  
from Christian Reflections***

Answer all of the following questions.

Study Questions

1. What are Lewis's four major points (bleats)? Do you agree with him? If so, why? If not, why not? During his fourth bleat, in what other fields of study has he seen similar things happen? What are some specific examples?
  
2. What gaps between the modern scholar and the biblical writers does Lewis mention?
  
3. What personal experiences does Lewis cite to support some of his arguments?
  
4. What advantages did Lewis's contemporary reviewers have over biblical “reviewers”?
  
5. What absurdities does Lewis mention?
  
6. What is his point regarding the essay on William Morris?
  
7. What points of agreement does he cite with his audience?
  
8. How does Lewis use a dog analogy to support his last bleat?
  
9. Did Lewis's prediction of what might happen to the Church of England come true?

## *“Meditation in a Toolshed”*

With credit given to Dr. Bruce L. Edwards for the following questions

### Study Questions

1. Consider carefully Lewis’s analogies, “seeing the beam of light” and “seeing by it.” What is the difference he implies between looking *at* and *along*?
2. How would you explain it in your own words?
3. What examples does Lewis use to illustrate the differences between viewpoints?
4. Which are the most effective in your view and why?
5. What does Lewis mean when he says, “people who look *at* things have had it all their own way . . .”?
6. How are they more “privileged” than those who “look *along*”?
7. Are these viewpoints mutually exclusive or complementary?
8. What does this tell us about Lewis’s “ways of seeing”?
9. What are some of your “toolshed” experiences?
10. So what? (i.e. about the entire concept rather than about question 9)



5. Where is the biblical source of the idea, “. . . and then to set him to work on the desperate design of recovering his old feelings by sheer will-power”?
6. Moderation is a good thing. Why does Screwtape say, “Talk to him about ‘moderation in all things’”?
7. What biblical support can you think of for the idea, “Keep his mind off the plain antithesis between True and False?”

#### #14, p. 300

1. What is the main subject (your title) of this letter?
2. What is the biblical support for the idea (p. 301), “. . . only a hope for the daily and hourly pittance to meet the daily and hourly temptation!”
3. What three things does Screwtape want humility to lead to?
4. What is the biblical support for the idea (p. 301, bottom), “. . . that he can rejoice in his own talents as frankly and gratefully as in his neighbour’s talents”?

#### #28, p. 302

1. What is the main subject (your title) of this letter?
2. What does Screwtape want to avoid?
3. What problem does Screwtape mention early in the letter?
4. What should Wormwood aim for chiefly?
5. What does prosperity do?

## *The Weight of Glory and Other Readings*

### “The Weight of Glory”

1. What was going on in England when this sermon was preached on June 8, 1941 at St. Mary the Virgin Church, the University Church?
2. How do most people experience beauty? Do they wonder what’s truly going on there?
3. How can Plato’s doctrine of shadow and reality fit in with this sermon?
4. What does Lewis say about being mercenary and its relation to a “natural connection”?
5. How could this sermon be pre-evangelism?
6. What can a spell (i.e. a spell that someone casts) do?
7. What do some people call this desire (at least five alternative names)?
8. What does the phrase “weight of glory” mean? That is, what does *weight* mean and what does *glory* mean?
9. What two things can *glory* mean according to Lewis?
10. What role does Lewis think that Nature plays? Do you agree?
11. What does Lewis mean when he says, “Perfect humility dispenses with modesty”?
12. Do you agree with Lewis when he says, “I read in a periodical the other day that the fundamental thing is how we think of God. By God Himself, it is not! How God thinks of us is not only more important, but infinite more important. Indeed, how we think of Him is of no importance except in so far as it is related to how He thinks of us”? (p. 366 in Dorsett)
13. What does Lewis mean when he says, “Meanwhile the cross comes before the crown and tomorrow is Monday morning”?
14. What does Lewis say about my responsibility to witness?
15. Explain the significance of the following quote: “But it is immortals whom we joke with, work with, marry, snub, and exploit—immortal horrors or everlasting splendours.”

### “Learning in War-Time”

1. What is the question of this sermon?
2. What three mental exercises may help the scholar against the three enemies the war raises?
3. What does war do to death?

### “The World’s Last Night”

1. From where does the phrase “the world’s last night” come?
2. What was Schweitzer’s mistake?
3. What colorful illustration from Martin Luther does Lewis cite?
4. What is meant by the word *apocalyptic*?
5. What is the most embarrassing verse in the Bible?
6. What is “the first great characteristic of honest witnesses”?
7. What are three baffling aspects of the God-Man?
8. Do you think that Jesus asked questions to which he did not know the answer?

9. What aspect of modern thought is uncongenial to the doctrine of the Second Coming?
10. What are some of the practical points Lewis makes about the Second Coming?
11. How can Christ as God be ignorant of certain things?
12. What did Lewis apparently think about evolutionary theory?

**“What Are We to Make of Jesus Christ?” (1950)**

1. What problem did Lewis see in the acceptance by some of the moral teachings of Christianity?
2. What are the three effects Jesus mainly produced?
3. How do you reconcile the two contradictory phenomena?
4. What really is the most important question?

**“Rejoinder to Dr. Pittenger” (1958)**

1. What is Apollinarianism?
2. Does a miracle have to break a Law of Nature?
3. What do you think that Dr. Pittenger thinks of the deity of Christ?
4. What of Dr. Pittenger’s criticism that Lewis was not trained in the nuances of New Testament theology?
5. What do the words *transcendence* and *immanence* mean?
6. What was Lewis’s audience?
7. When must vulgarity be endured?
8. What does Lewis describe as his role?

## ***Irrigating Deserts: C. S. Lewis on Education***

**Introduction**

What is the source of the book’s title?  
 What is meant by the idea of “irrigating deserts”?

**Chapter One**

What was Lewis’s familiarity with foreign languages?  
 How good was his memory?  
 According to friends and colleagues, how did Lewis rank among well read people?  
 What is especially remarkable about Lewis’s research for *English Literature in the Sixteenth Century excluding Drama*?  
 What did Clyde Kilby consider Lewis’s two essential qualities? Why, in your opinion, is that remarkable?

**Chapter Two**

Did Lewis prefer the reading *of* literature or reading *about* literature? What is important about his preference?  
 What is the relationship between reason, imagination (or emotion), and education?  
 What is the purpose of education?  
 What does Lewis mean by “the Parthenon” and “the Optative” and what is the value of this distinction?  
 How does the medieval Trivium give us insight into learning?  
 How can a liberal arts education help you more than vocational training when you change jobs?  
 What is the Tao? Give an example of a situation where belief in the Tao could be helpful.  
 Did Lewis think that all people are equal? Why or why not?  
 What sort of education did Lewis think preserved democracy?  
 What is historicism? Scientism? Amateur philosophy?

**Chapter Five**

What role did books place in Lewis’s early formation?  
 Who was Smugly and what did he teach Lewis?  
 How would you characterize Kirkpatrick? How would you rank him among Lewis’s early teachers?

**Chapter Six**

What three requirements had to be fulfilled in order to earn the Bachelor of Arts at Oxford University?  
 What is an Oxford tutorial?  
 How many Firsts and degrees did Lewis earn and in what length of time?  
 Can Lewis’s Oxford education be characterized as a liberal arts education? Why or why not?

### Chapter Seven

What does the history of Oxford University tell you about its position in the United Kingdom and the world?  
What was going on in Oxford in the fields of poetry, philosophy, and science?

### Chapter Nine

What were Collections?  
What conflicting views were there of Lewis, the tutor?  
What was it like to take a tutorial with Lewis?  
What was Lewis like as a lecturer?

### *The Lion, the Witch and the Wardrobe* Study Questions

1. What is the role of Susan and Lucy during the “passion” of Aslan. Other parallels to Scripture?
2. The Main Theme: Frozen to Thawed (Lindskoog, 101). What was frozen and then thawed?
3. What biblical themes do you find, e.g., p. 71, “a very truthful girl”?
4. What role does prophecy play in this book?
5. How much of Christ’s life do you find?
6. How would the non-Christian handle the parts of Christ’s life?
7. How do you?
8. What examples of foreshadowing can you find? Tension?
9. How does Lewis describe the human conscience?
10. What does Lewis say about school? Can you discover any other references to C. S. Lewis’s life?
11. How does the Gospel play out for Edmund?
12. How do the power of God and the actions of the four children relate to one another? In other words, when and how is God at work? When and how are the children active?
13. How would a Christian school use this book in a reading class? At what level?
14. Where does the Stone Table come from and what does it mean?
15. The Trinity in *The Lion, the Witch and the Wardrobe*. Where are the three?
16. What is the role of Father Christmas in the story?

### Study Questions on the article “Miracles”

1. Why did a particular woman who claimed to have seen a ghost still not believe in the immortality of the soul?
2. By itself what does experience prove?
3. Did people in biblical times believe in miracles because they did not know the laws of nature?
4. What two conditions are required for us to experience a miracle?
5. Can belief in the supernatural be disproved by experience?
6. If most stories about miracles are unreliable, does that rule out the supernatural? Why or why not?
7. What two mistaken ideas does Lewis cite?
8. How are some miracles reminders and others prophecies?
9. What two mistakes do people make in thinking about the making of wine?
10. Who was Genius according to the ancients?
11. Is Lewis trying to make miracles seem less miraculous?
12. How does Lewis’s description of resurrection as a reversal of natural processes tie in with *The Lion, the Witch and the Wardrobe*?
13. What is his Humpty Dumpty point?
14. What does Lewis mean when he says, “The actual course of Nature is wholly inexplicable”?
15. In what sense is the entire universe “one great miracle”?

### Study Questions on *English Literature in the Sixteenth Century Excluding Drama*, pp. 484-487

1. What new theology do you suppose that Lewis is referring to on the first page?
2. What is the trend in English literature in the sixteenth century?
3. What well known authors does Lewis mention as representative of the latter part of the century?
4. What does Lewis think about the Renaissance?

5. Who was Thomas Cranmer?
6. What is *euphuism*?
7. How does he characterize Cranmer as a writer?
8. To which work is he especially referring?
9. Why does he think this is the case?
10. What universal problem for the writer today does this illustrate?
11. What does Lewis say about the use of adjectives?

**Theology Assignment:** Evaluating “The Weight of Glory” from a Theological Perspective

This is an alternative assignment to the Leadership Assignment. Select either this option of the Leadership Option. This does not mean that the assignment is optional; it means that you have the option of choosing the leadership version or the theology version.

Assignment Summary and Critical Thinking on “The Weight of Glory”

Utilizing the catechism, creeds, etc. from your denomination, briefly state your theology in four of the categories listed below. If you are Lutheran, there is no need to state that theology, since it appears below. Then, taking those same four categories, read through “The Weight of Glory,” making notes on what Lewis says about these topics. What does Lewis say about each topic? Does Lewis support your theological position, contradict it, fail to address it, or are you unable to determine what Lewis thinks or writes about some part of your theological position? Use critical thinking skills to determine the extent to which you agree or disagree with Lewis. Write 25-50 words on each of these four items. Use quotations from Lewis to support your conclusions and give page numbers for those quotations.

Select Three of Four:

1. Law/Gospel: These are the two major teachings of Scripture. The Gospel is what God has done for us in Jesus Christ and His suffering, death, and resurrection for us. The Law is what God expects of us.
2. Formal and Material Principles: In Lutheranism, the formal principle is Scripture, that is, the source of what we believe, while the material principle, the central teaching of Scripture as we see it, is justification by grace through faith.
3. Objective vs. Subjective: To what extent is theology focused on what God has done for us (objective) and to what extent is it focused on what we do for God (subjective)?
4. Scripture: What is the nature of Scripture? How authoritative and reliable is it? How powerful? Its purpose?

Choose One of the Following Categories:

1. Christology: This addresses the person and work of Jesus Christ.
2. The Church (Ecclesiology): This category addresses the nature and function of the church.
3. Eschatology: This has to do with end-times theology. How will the world end? What events will precede the end? Are the passages in Daniel and Revelation to be taken literally, symbolically, or otherwise? The major positions are the premillennialism (sometimes paired with dispensationalism), the amillennialism (usually paired with an understanding of apocalyptic literature), and postmillennialism.
4. Office of the Pastoral Ministry: This category addresses the nature and function of pastoral leadership in the church.
5. Prayer: What is prayer and how does it operate?
6. The Sacraments: The Lord’s Supper and Baptism.
7. Soteriology: The doctrine of salvation.
8. The Trinity: The triune nature of the Godhead as Father, Son, and Holy Spirit, and how that impacts the lives of people.
9. Witness: Evangelism and mission, the sending of the church with the message of eternal life in Jesus Christ.
10. Worship: An expression of the worth that we ascribe to God, especially as we express that in our Sunday services.

Learning Outcomes

The student will better understand his or her own theology.

The student will better understand the theology of C. S. Lewis.

The student will develop analytic and critical thinking skills.

**Leadership Assignment:** A Study of C. S. Lewis as a Leader

This is an alternative assignment to the Theology Assignment. Select either this assignment of the Theology Assignment.

Assignment Summary

Evaluate “The Weight of Glory” and “Learning in War-Time” to determine how C. S. Lewis provided Christian leadership at Oxford University and the United Kingdom through these writings. Use quotations from Lewis to support your conclusions and give page numbers for those quotations. Write 25-50 words on each of the following five items. The learning activities include critical thinking in that you need to analyze the extent to which you agree with Lewis in each of these five areas.

### Learning Activities

Answer the following questions

1. What role models does Lewis encourage or discourage? How?
2. In what historical context (i.e. when) were these essays written or spoken and how does that show leadership?
3. What leadership qualities does Lewis exemplify in these writings, such as vision, decisiveness, tact, duty, honesty, etc.?
4. Does Lewis persuade through his position as a Fellow on the Oxford faculty or especially through his personality? Please justify your choice.
5. What have you learned from this exercise about leadership that you can apply to your own life?

### Learning Outcomes

The student will understand what Lewis said or implied about leadership.

The student will see personal qualities as important for leadership.

The student will resolve to integrate leadership qualities into his or her own lifestyle.

The student will develop analytic and critical thinking skills.

## **C. S. Lewis and the Internet**

Below is listed a number of Lewis websites, most of which have links to other Lewis websites. Your assignment is to visit at least three of these (your choice) and do the following for each website:

1. Correct any addresses or inaccurate information I have listed.
2. Describe the website in 50-100 words, including who sponsors the website (a Lewis scholar, a publisher, a private person, a relative of Lewis, etc.?).
3. Rank the website on a scale of 1-10, with 10 being the highest. Explain why you rank each website at that level. Here some criteria for ranking a website:
  - a. Visual appearance—is it attractive to the eye (color, images, not too busy, etc.)?
  - b. Ease of navigation—is it easy to get around, especially with tabs, links, and buttons?
  - c. Content—does this website provide you with valuable information?
  - d. Variety—is this a single purpose website, or do you find it to be multi-purpose? Multi-purpose would be better. For example, a website about *The Screwtape Letters* might be really good, but a website that has information about all of Lewis’s writings would be more useful.
4. Submit these results electronically in a Microsoft Word document.

St. Mark’s Dundela Belfast<sup>1</sup>

<http://dundela.down.anglican.org/>

Virtual Narnia

<http://www.thelionscall.com/>

The Inklings

<http://cslewisblog.com/>

The Stone Table

<http://www.thestonetable.com/>

Walden Media

<http://www.narnia.com/chronicles/index.htm>

The Marion E. Wade Center, Wheaton College

[http://www.wheaton.edu/wadecenter/authors/authors\\_CSL.html](http://www.wheaton.edu/wadecenter/authors/authors_CSL.html)

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<sup>1</sup> Where Lewis was baptized.

C. S. Lewis Resources from the Discovery Institute: [www.discovery.org/cslewis](http://www.discovery.org/cslewis)  
 Or see The Lewis Legacy Online (a quarterly journal edited by Kathryn Linkskoog) at the same website:  
<http://www.discovery.org/lewis/legacy.html>

C. S. Lewis Foundation  
<http://www.cslewis.org/>

The New York C. S. Lewis Society  
<http://www.nycslsociety.com/index.htm>

The C. S. Lewis Institute  
<http://www.cslewisinstitute.org/>

Into the Wardrobe: The C. S. Lewis Website<sup>2</sup>  
<http://cslewis.drzeus.net/>

Jeff Thompson's Website (with links to friends and influences on Lewis)  
<http://members.aol.com/thompsonja/cslewis.htm>

Till We Have Faces Bibliography  
<http://www.trentu.ca/ahc/materials/lewis-bib.html>

The Screwtape Letters  
<http://www.biblestudyinfo.com/screwtape/>

Reviews of Lewis: <http://www.brothersjudd.com/webpage/cslewis.htm>  
 Discovery Institute on Lewis: <http://www.discovery.org/lewis/> (This website contains several items that are in the public domain.)  
 Taylor University: <http://www.taylor.edu/academics/supportservices/cslewis/>  
 Doug Gresham Information: <http://www.pastornet.net.au/jmm/index.htm>  
 Kathryn Linkskoog: <http://www.geocities.com/lindentreekey/>

<http://ic.net/~erasmus/RAZ26.HTM>

The C. S. Lewis Mega-Links Page  
 Maintained by Dave Armstrong

Paul F. Ford on C.S. Lewis  
<http://www.pford.stjohnsem.edu/ford/cslewis/index.htm>

<http://www.hthq.org.uk/wordpress22/>  
 The website of Holy Trinity, Headington Quarry, where Lewis worshipped.

<http://www.friendsofholytrinity.org.uk/Welcome.html>  
 Another Holy Trinity website.

<http://www.cslewisclassics.com/>  
 A HarperCollins website.

<http://www.cslewisonline.com>  
 Home of the Southern California C. S. Lewis Society

<http://www.pbs.org/wgbh/questionofgod/twolives/lewisbio.html>  
 A portion of the PBS website.

### Some Others

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<sup>2</sup> The most important Lewis website.

[www.merelewis.com](http://www.merelewis.com)  
<http://www.hthq.org.uk/wordpress22/>  
<http://www.scriptoriumnovum.com/l.html>  
[www.picturesofengland.com/oxford/cslewis tours/book\\_reviews.html](http://www.picturesofengland.com/oxford/cslewis tours/book_reviews.html)  
[www.narniafans.com](http://www.narniafans.com)  
[www.cslewisacademy.com](http://www.cslewisacademy.com)  
<http://www.apologetics.org>  
[www.CSLewisFestival.org](http://www.CSLewisFestival.org)  
<http://www.sacred-destinations.com/england/oxford-c-s-lewis.htm>  
<http://booksbycslewis.blogspot.com>  
<http://www.factmonster.com/spot/narnia-lewis.html>  
[http://www.wels.net/cgi-bin/site.pl?1518&cuTopic\\_topicID=288&cuItem\\_itemID=14956](http://www.wels.net/cgi-bin/site.pl?1518&cuTopic_topicID=288&cuItem_itemID=14956)  
[www.cslewistoday.com](http://www.cslewistoday.com)