



CHRISTIAN HERITAGE COLLEGE

**CS315**

## **CHRISTIANITY AND WORLDVIEWS**

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

<b>Unit code</b>	CS315	
<b>Unit name</b>	Christianity and Worldviews	
<b>Associated higher education awards</b>	Associate Degree in Business Bachelor of Arts/Bachelor of Education (Secondary) Bachelor of Business Bachelor of Education (Primary) Bachelor of Education (Secondary) Bachelor of Social Science Bachelor of Social Science (Counselling)	
<b>Duration</b>	One semester	
<b>Level</b>	Advanced	
<b>Unit Coordinator</b>	Colin Stoodley	
<b>Core/Elective</b>	Core	
<b>Weighting</b>	Unit credit points: 10 Course credit points: 160 – Associate Degree courses 240 – Bachelor courses	
<b>Student workload</b>	<b>Face-to-face on-site</b>	<b>External</b>
	Timetabled hours per week: 3	Directed study hours per week: 6
	Personal study hours per week: 9	Personal study hours per week: 6
	Total workload hours per week: 12	Total workload hours per week: 12
	Students requiring additional English language support are expected to undertake an additional 1 hour per week.	
<b>Delivery mode</b>	Face to face on site External Full time Part time	
<b>Prerequisites/ Corequisites/ Restrictions</b>	Prerequisite: CS215 Contours for a Bible-based Christ-centred Worldview	
<b>Rationale</b>	<p>At the heart of all learning is the challenge of making sense and meaning of the world. To assist in this task, every person interprets reality through a <i>Weltanschauung</i>, or worldview. Such a worldview is based on ultimate faith commitments about the meaning of our lives, our values, our destiny and the world in which we live so that it is, in this sense, an all-encompassing system of belief that operates within each person.</p> <p>Students will be able to compare the effects of a Bible-based Christ-centred worldview as a perspective on the implications of alternative stories and ideas that have impacted upon both western and eastern thought and practice down the centuries. Furthermore, as those who are preparing to work in a range of professional fields, it is essential that students understand the influential narratives that shape the experiences of those with whom they work and the professional disciplines with which they engage.</p>	

<b>Prescribed text(s)</b>	<p>Wilkins, S. &amp; Sanford, M.L. (2009). <i>Hidden worldviews: Eight cultural stories that shape our lives</i>. Downers Grove, IL: IVP Academic.</p> <p>Sire, J.W. (2009). <i>The Universe Next Door: A Basic Worldview Catalog</i> (5th ed.). Downers Grove, IL: Intervarsity Press.</p>
<b>Recommended readings</b>	<p><b>Books</b></p> <p>Carroll, J. (2008). <i>Ego and soul: The modern West in search of meaning</i>. Melbourne: Scribe.</p> <p>Carroll, J. (2004). <i>The wreck of western culture: Humanism revisited</i>. Melbourne: Scribe Publications.</p> <p>Cotham, P. C. (2008). <i>One world, many neighbours: A Christian perspective on worldviews</i>. Abilene, TX: Abilene Christian university Press.</p> <p>Falzon, C. (2002). <i>Philosophy goes to the movies: An introduction to philosophy</i>. London: Routledge.</p> <p>Hoffecker, W. A. (Ed.). (2007.) <i>Revolutions in worldview: Understanding the flow of Western thought</i>. Phillipsburg, NJ: P &amp; R.</p> <p>Kunnie, J. &amp; Goduk, N. (2006). <i>Indigenous wisdom and power: Affirming our knowledge through narratives</i>. Surrey: Ashgate.</p> <p>Samples, K.R. (2007). <i>A world of difference: Putting Christian truth claims to the worldview test</i>. Grand Rapids, MI: Baker Books.</p> <p>Shastri, P.D. (2008). <i>The essentials of eastern philosophy</i>. Rockville, MD: Wildside Press.</p> <p>Smith, J.K.A. (2009). <i>Desiring the Kingdom: Worship, Worldview and Cultural Formation</i>. Grand Rapids MI: Baker Publishing.</p> <p>Tacey, D. (2003). <i>The spirituality revolution: Why we need the sacred</i>. Sydney: HarperCollins.</p> <p><b>Journals and Periodicals</b></p> <p>Journal of Faith and Philosophy – <a href="http://www.faithandphilosophy.com/">www.faithandphilosophy.com/</a></p> <p><i>Business students:</i></p> <p>Journal of Biblical Integration in Business – <a href="http://www.cbfa.org/">www.cbfa.org/</a></p> <p><i>Education students:</i></p> <p>Journal of International Christian Community for Teacher Education – <a href="http://www.icctejournal.org/">www.icctejournal.org/</a></p> <p>Journal of Education &amp; Christian Belief – <a href="http://www.jecb.org/">www.jecb.org/</a></p> <p><i>Social Sciences students:</i></p> <p>Journal of Pastoral Care &amp; Counselling – <a href="http://www.jpcp.org/">www.jpcp.org/</a></p> <p>Journal of Psychology &amp; Christianity – <a href="http://www.caps.net/">www.caps.net/</a></p> <p>Journal of Psychology &amp; Theology – <a href="http://www.journals.biola.edu/">www.journals.biola.edu/</a></p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as <i>The Holy Bible: The New International Version 2011</i> (NIV 2011) or <i>The Holy Bible: New King James Version</i> (NKJV).</p> <p>These and others translations may be accessed free on-line at <a href="http://www.biblegateway.com">http://www.biblegateway.com</a>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<b>Specialist resource requirements</b>	Nil

<b>Content</b>	<ol style="list-style-type: none"> <li>1. Revisiting Christian Theism</li> <li>2. The 'why' and 'how' of the Christian life</li> <li>3. History of Western Thought: Deism, Naturalism and Humanism, Nihilism, Existentialism</li> <li>4. Postmodernism</li> <li>5. Monotheistic religious worldviews</li> <li>6. Indigenous and Animist worldviews</li> <li>7. Eastern Influences</li> <li>8. Zeitgeist of our current age</li> </ol>
<b>Learning outcomes</b>	<p>On completion of this unit, students will have demonstrated that they can:</p> <ol style="list-style-type: none"> <li>1. Understood the implications of a Bible-based Christ-centred worldview for the individual and society;</li> <li>2. Evaluated the varying expressions of a Bible-based Christ-centred worldview;</li> <li>3. Reflected on their engagement with the claims of Jesus within a Bible-based Christ-centred worldview;</li> <li>4. Critically reviewed and synthesised information on significant western and non-western worldviews and cultures;</li> <li>5. Analysed their own worldview in the light of their understanding of a Bible-based Christ-centred worldview;</li> <li>6. Applied their own worldview to their intended professional life; and</li> <li>7. Communicated at an appropriate tertiary standard: with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation.</li> </ol>
<b>Assessment tasks</b>	<p><b>Task 1: Worldview Analysis</b>  Word Length/Duration: 4 journals (2350 words)  Weighting: 60%  Learning Outcomes: 1, 3, 4, 7  Assessed: Week 5, Week 7, Week 9, Week 11</p> <p><b>Task 2: Analytical and Reflective Essay</b>  Word Length/Duration: 1500 words  Weighting: 40%  Learning Outcomes: 1, 2, 5-7  Assessed: Week 13</p>
<b>Unit summary</b>	<p>At the heart of all learning is the challenge of making sense and meaning of the world. To assist in this task, every person interprets reality through a <i>Weltanschauung</i>, or worldview. Such a worldview is based on ultimate faith commitments about the meaning of our lives, our values, our destiny and the world in which we live so that it is, in this sense, an all-encompassing system of belief that operates within each person.</p>