



CHRISTIAN HERITAGE COLLEGE

SO312

RECONCILIATION IN CONTEMPORARY CONTEXTS

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.

Unit code	SO312														
Unit name	Reconciliation in Contemporary Contexts														
Associated higher education awards	Bachelor of Applied Social Science														
Duration	One semester														
Level	Advanced														
Core/Elective	Core														
Weighting	Unit credit points: 10 Course credit points: 240														
Student workload	<p><i>Face-to-face on site</i></p> <table> <tr> <td>Contact hours</td> <td>39 hours</td> </tr> <tr> <td>Reading, study, and preparation</td> <td>59 hours</td> </tr> <tr> <td>Assignment preparation</td> <td>52 hours</td> </tr> <tr> <td>TOTAL</td> <td>150 hours</td> </tr> </table> <p><i>External</i></p> <table> <tr> <td>Engagement with study materials</td> <td>90 hours</td> </tr> <tr> <td>Assignment preparation</td> <td>60 hours</td> </tr> <tr> <td>TOTAL</td> <td>150 hours</td> </tr> </table> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>	Contact hours	39 hours	Reading, study, and preparation	59 hours	Assignment preparation	52 hours	TOTAL	150 hours	Engagement with study materials	90 hours	Assignment preparation	60 hours	TOTAL	150 hours
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Delivery mode	Face-to-face on site External														
Prerequisites/ Corequisites/ Restrictions	<p><i>Prerequisites</i></p> <p>CS215 Contours for a Bible-based Christ-centred Worldview SO212 Emerging Issues in Sociology SO224 Relationships and Families in Sociological Perspectives</p>														
Rationale	<p>The twenty-first century world presents social sciences people-helpers with unprecedented cultural, religious, and gender challenges. Fears and biases, often generated by a media that has the resources to bring as-they-happen conflicts and prejudices into our living rooms on a daily basis, can fuel suffering and hardship, as well as promote the divides already being experienced by the people with whom social sciences students will work.</p> <p>For the purposes of this unit, reconciliation that exemplifies the Judeo/Christian concept of <i>shalom</i> is seen as being the vehicle that promotes inclusion and belonging, seeks social justice and builds true community across gender, cultural, religious and racial divides, with particular emphasis on the implications for First Australians and other marginalized people groups. Such reconciliation expresses the very heart of God and is the mandate of every Christian.</p> <p>This unit will, therefore, challenge students to examine their own and others' deeply held beliefs and values, as well as their prejudices and biases, relating to gender, culture, religion, and race in the light of the biblical evidence of God's desire to reconcile all things to Himself.</p>														

Prescribed text(s)	Beck, E., Kropf, N., & Leonard, P. (2011). <i>Social work and restorative justice: Skills for dialogue, peacemaking, and reconciliation</i> . New York, NY: Oxford University Press.
Recommended readings	<p>Books</p> <p>Biddulph, S. (2013). <i>Raising boys: Why boys are different--and how to help them become happy and well-balanced men</i> (3rd ed.). New York, NY: Ten Speed Press.</p> <p>Biddulph, S. (2013). <i>Steve Biddulph's raising girls</i>. London, UK: Harper Thorsons.</p> <p>Havea, J. (Ed.). (2014). <i>Indigenous Australia and the unfinished business of theology</i>. New York, NY: Palgrave MacMillan.</p> <p>Nessan, C. (2010). <i>Shalom church</i>. Minneapolis, MN: Fortress.</p> <p>Tutu, D., & Tutu, M. (2014). <i>The book of forgiving</i>. New York, NY: Harper Collins.</p> <p>Journals</p> <p><i>The International Journal of Conflict & Reconciliation</i></p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).</p> <p>These and other translations may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
Specialist resource requirements	Nil
Content	<ol style="list-style-type: none"> 1. Biblical and theological perspectives: <i>Shalom</i> as the foundation of reconciliation 2. Inclusion and belonging 3. Seeking social justice 4. The building of true community 5. First Australians 6. Reconciliation vs. marginalisation 7. Reconciliation across the: gender, racial, cultural and religious divides 8. The transformation of attitudes, prejudices and biases 9. Discerning the reconciliation required in specific contexts 10. Application of reconciliation for the social sciences
Learning outcomes	<p>On completion of this unit, students will have demonstrated that they have:</p> <ol style="list-style-type: none"> 1. examined the concept of <i>shalom</i> as underpinning the theory and practice of reconciliation; 2. developed an understanding of the concept of reconciliation as inclusion, belonging, seeking social justice, and the building of community across gender, cultural, religious and racial divides; 3. critically evaluated their own and others' beliefs, values, prejudices and biases relating to gender, culture, religion and race; 4. critically reviewed the implications of reconciliation for gender, culture, religion and race, including First Australians and the marginalised, in the context of the social sciences; 5. developed discernment for understanding the appropriate means of reconciliation to specific people-groups and social sciences sectors; and 6. communicated at an appropriate tertiary standard with special attention to correct grammars, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing, and presentation.

<p>Assessment tasks</p>	<p>Task 1: Journals of Reflection</p> <p>On the Moodle™ forum, write four journal entries that reflect on the learning you have gained from Topics 1-5.</p> <p>Word Length/Duration: 1,000 words (4 x 250 words)</p> <p>Weighting: 10%</p> <p>Learning Outcomes: 1-3, 6</p> <p>Assessed: Weeks 2-5</p> <p>Task 2: Case Study</p> <p>Choose a topic from the following list and prepare a case study that examines what barriers to reconciliation are present for this people group and suggest ways that these barriers may be overcome:</p> <ul style="list-style-type: none"> • gender • culture • religion • race • First Australians • the marginalised <p>Word Length/Duration: 1,500 words</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Week 10</p> <p>Task 3: Reflective Essay</p> <p>Critically reflect on reconciliation as representing the <i>shalom</i> values and principles of inclusion, belonging, seeking social justice, and the building of true community across gender, cultural, religious and racial divides from your experiences either in your own life or in the lives of the people you encounter in your workplace.</p> <p>Word Length/Duration: 2,000 words</p> <p>Weighting: 50%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Week 13</p>
<p>Unit summary</p>	<p>This unit is designed to challenge students to examine their own and others' deeply held beliefs and values, as well as their prejudices and biases, relating to gender, culture, religion and race in the light of the biblical evidence of God's desire to reconcile all things to Himself.</p>