I. Course Description
This course provides an introduction to various worldviews, explicates a critique of alternative worldviews in relation to Christian theism, and presents a case for the importance of developing a Christian worldview. Further, worldviews are not static but are dynamic. Accordingly, the first week emphasizes theological and philosophical underpinnings and the second week emphasizes sociological underpinnings with a particular emphasis on race and ethnicity. Finally, theology without sociology is blind and sociology without theology is powerless; these two speciously-differentiated disciplines should inform one another (1 Corinthians 9:19-23).

II. Course Objectives
Be able to:

1. Evince “KUASET.”
2. Develop Critical Thinking (“A + C”) in general and with respect to Christian a worldview in particular.
3. Articulate aspects of a Christian worldview and how it relates to life and ministry.
4. Grasp the interplay between “structure” and “culture” (the interplay between structure, agency, and contingency).

III. Required Readings
[1-9] are provided as pdf files and you must purchase [S].


**Recommended Readings**


**IV. Writing Assignments**

All writing assignments should be submitted as Word documents (format: double spaced, Times New Roman, and 12 point font) via hard copy unless noted otherwise.

1. **“Racial/Ethnic Self-Identity Standpoint Paper”** This is a required *pre-course* assignment¹ that is due on the first day of class. Answer the following questions (4-5 pages):

   How do you self-identify regarding your race and or ethnicity? *

   With respect to your self-identification:
   - When did you become aware of this particular social marker? *
   - What have been some of the challenges you have faced in life? *
   - Are there any stereotypes that are hurtful or detrimental? *
   - How do you maintain co-ethnic or –racial ties and engage with “others”?*
   - What is the relationship between the Christian faith and your social marker?*
   - Are there any social advantages or disadvantages regarding your self-identity? *

   * Three students (alphabetical order via last names) per class session will answer these questions at the beginning of every class. Each student should be ready to answer these questions in 3 minutes or less.

2. **Reading Journal** Write in a journal after each reading assignment. Critical engagement and honest reflection are more important than quantity. Some questions you may want to consider:

   - What are the salient points of the reading assignment?
   - What do you agree with or disagree with, why?
   - What coheres (or does not) with the Scriptures?
   - How does this chapter help you to engage better with non-Christians?

Journal grades are based on the overall quality of your engagement with the readings (“A+C”).

¹ The other pre-course assignment is to watch the film, *The Village* (M. Night Shyamalan, 2004) to help elucidate the interplay between religion and social constructions (worldview and sociology).
3. **Perspective Interview Project.**
This is a practical application of the course material. This is due on the last day of class.

**Interview** three people using the *Perspective* card deck. Your purpose is to interact with and to understand each person’s views in light of the cards they choose and the answers they give. Engage with three individuals who differ in terms of your “race.” Do not choose other IBS students or anyone whom you know or discover attends an evangelical church. You may pair-up with a classmate for this assignment. If you work as a team each of you will be the primary interviewer with 3 different individuals; you will need to conduct a total of 6 separate interviews.

**Write a Report/Summary** for each of the interviews (3) you conducted. Write a two-paragraph summary of which choices each person made with the deck of cards. You do not need to list every card that was selected. Rather, highlight the most significant choices that expressed their particular worldviews. In 3 pages, evaluate where the person’s view is correct and incorrect (or unclear) with respect to the Christian worldview. Briefly explain what is wrong (thereby demonstrating your familiarity with the Christian worldview. Do not merely report the cards that were selected. Show that you know what was wrong with what he/she chose or said and that you understand the correct viewpoint (KUASET).

Think of yourself as a doctor. You know the person is sick, but initially, you do not know precisely what is wrong. Your desire is to diagnose the illness properly so that you can prescribe the correct medicine. *Perspective* is a helpful tool as you seek to understand why the person is not a Christian. Is it a lack of information? An intellectual problem? A moral issue? Is it a misunderstanding of God’s justice or kindness? Is it a personal tragedy that makes it difficult for this individual to believe that God is good? **How you define a problem predicates solution(s).**

The second step of this Interview Project is to prescribe a solution. Titus 3:3-7 tells us to be gracious when we speak with others. Though the *Perspective* tool is helpful it may be likely that you will need to ask more questions to learn what a person thinks and feels, so that you can communicate the gospel in a relevant way to him/her.

**Write an Evaluation** for this final phase of the project. Draw up a plan for a hypothetical second appointment. Describe the specific matters you would discuss to respond to the issues raised in the first conversation/interview. Decide which issue has the greatest priority (needing to be dealt with first) and which ones can wait for another time. Also note which Bible passages, books, or other resources might be helpful for that person.

Number each of the three completed *Perspective* interviews and Reports/Summaries (#1, #2, #3). Each **Summary** of the three *Perspective* interviews should be about 2 pages and your **Evaluation** should also be about 3 pages.
Here is an example of how you may structure your Evaluation:

1) One paragraph describing the person you interviewed. Include his/her relationship to you (if any), where you met him/her, approximate age, and any other facts that may be germane to the interview. What was the person’s “self-identity”?

2) A critique regarding the “wrong” ideas.

3) Proposed content for a second appointment with that person. Include your diagnosis of the most important issue to be addressed, and specific steps that you would take subsequently.

V. Course Schedule

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<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Assignment * Three 3-minute presentations per class</th>
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<tbody>
<tr>
<td>06/16</td>
<td>Monday</td>
<td>S1-2 and Self-Identity Standpoint Paper is due</td>
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<tr>
<td>06/17</td>
<td>Tuesday</td>
<td>S3-4</td>
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<tr>
<td>06/18</td>
<td>Wednesday</td>
<td>S5-6</td>
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<td>06/19</td>
<td>Thursday</td>
<td>S8-9</td>
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<tr>
<td>06/20</td>
<td>Friday</td>
<td>S9-10 Reading Journal is due</td>
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<td>06/23</td>
<td>Monday</td>
<td>8, 2, and 5</td>
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<td>06/24</td>
<td>Tuesday</td>
<td>5, 1, 6, and 9</td>
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<td>06/25</td>
<td>Wednesday</td>
<td>9, 7, 4, and 3</td>
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<tr>
<td>06/26</td>
<td>Thursday</td>
<td>4, and 3</td>
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<td>06/27</td>
<td>Friday</td>
<td>Film and Discussion, Crips and Bloods Reading Journal is due</td>
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<td>Perspective Interview Project is due</td>
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VI. Grading Scale

A = 93-100  A- = 90-92  B+ = 87-89  B = 83-86  B- = 80-82
C+ = 77-79  C = 73-76  C- = 70-72  D = 63-69  F ≤ 62

Grades will be based on the following:
Reading Journal (20% each)  40%
Class Participation  10%
Perspective Interview Project  50%

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2 Pending the pace of the course I may add or remove reading assignments.