



Advancing God's Kingdom by Preparing Competent Christian  
Leaders for Spirit-Empowered Life and Ministry

## G143 Worldviews and Contemporary Culture

3 credits. Prerequisites: *none*.

 On Campus  Live-Stream  Video on Demand

November 7-December 16, 2022  
Term B  
Monday-Thursday, 9am-10:30am

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*"Life and love and why/Child, adult, and die/All of us hoping and all of us searching for what?"*  
*-Switchfoot ("Life and Love and Why")*

### Course Goals

#### Course Description

An introductory exploration of worldviews as intellectual and value systems, especially in relation to culture. These powerful forces shape the lives and beliefs of people; they are often absorbed without clear reflection on the part of the holder. This course will help students identify worldviews in everyday life and develop their own worldview.

#### Relationship to Horizon's Mission

Horizon's mission is to "advance God's Kingdom by preparing competent Christian leaders for Spirit-empowered life and ministry." Inevitably, this Spirit-empowered life and ministry will occur within the myriad of worldviews present in the 21<sup>st</sup> century. Thus, in order to cultivate contextual awareness, this course will ask students to critically examine and evaluate what is going on around them. They will also be given the opportunity to discern how they should live as Christ-followers in light of the worldviews and cultural trends that surround them.

#### Core Competencies and Learning Outcomes



To demonstrate competency in **Contextual Awareness**, students will:

1. Explain the major beliefs, values, and implications of a worldview.
  - *Assessment:* Textbook Reflection
  - *Assessment:* Podcast Mind Map
2. Reflect critically on how worldviews are present in one's own life and the world at large.
  - *Assessment:* Textbook Reflection

- *Assessment:* Letter of Response to a Friend's Worldview
  - *Assessment:* Worldviews in Shopping Presentation
3. Observe the indicators of worldviews and cultural influences within a variety of contexts.
    - *Assessment:* Letter of Response to a Friend's Worldview
    - *Assessment:* Worldviews in Shopping Presentation
  4. Recognize the influences that shape their own worldview and implement practices that continue to develop a mature Christian worldview.
    - *Assessment:* Textbook Reflection
    - *Assessment:* Worldview Interview

## **Course Work**

### **Required Readings**

Sire, James W. *The Universe Next Door: A Basic Worldview Catalog*. 6th edition. Downers Grove, IL: IVP Academic, 2020.  
ISBN: 978-0-8308-4938-3

Wilkins, Steve, and Sanford, Mark L. *Hidden Worldviews: Eight Cultural Stories That Shape Our Lives*. Downers Grove, IL: IVP Academic, 2009.  
ISBN: 978-0830838547

\*\*While students have the benefit of accessing their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

### **Course Assignments and Activities**

**Portfolio Components.** *Letter of Response to a Friend's Worldview*. This assignment must be edited for inclusion in your e-portfolio. It will be added to the Contextual Awareness *e-Project* when you enroll in a Portfolio lab. See the [Portfolio Guide](#) for further information.

#### 1. *Textbook Reflection*

This two-part assignment is meant to give you a broad introduction to some of the worldviews/cultural stories present in our culture so you can begin the process of engaging critically and in a Christ-like manner.

Read *Hidden Worldviews* in its entirety. See a suggested reading schedule in Appendix A. From *Hidden Worldviews*, select either Consumerism **OR** Individualism. For the chosen hidden worldview:

- a) Describe the hidden worldview.
- b) Explain one positive outcome of the hidden worldview.

- c) Explain how you see the hidden worldview influencing your life. Give two or more concrete examples of its influence in your life.
- d) Suggest two or more practices you can do which will combat the hidden worldview's influence in your life.

You **DO NOT** have to read *The Universe Next Door* in its entirety. From *The Universe Next Door*, select either Naturalism **OR** the New Age. Read the chosen chapter carefully. For the chosen worldview:

- a) Describe the worldview.
- b) Explain how this worldview differs from your current understanding of a Christian worldview.
- c) Give two or more concrete examples of this worldview's presence in broader Canadian culture.

Be sure to indicate that you have completed the required reading on the title page of your assignment. Use the Textbook Reflection Template provided under "Lessons."

- Related learning outcome(s): #1, #2, and #4.
- **Assignment length:** 2½ -3 pages double-spaced (approximately 1½ pages per worldview or hidden worldview).
- **Due date:** November 17, 2022.

## 2. Podcast Mind Map

Listen to Season 1 Episode 1 "[What is Post-Christian Culture?](#)" of the podcast *This Cultural Moment*, which provides an important introduction to our current cultural climate. Create a mind map where you outline the main ideas, supporting points, examples discussed, and conclusions reached in the podcast. You can either create your mind map by hand or digitally. Find an example of a mind map on Populi under the Lesson "Mind Map Example."

- Related learning outcome(s): #1.
- **Assignment length:** 1 page.
- **Due date:** November 21, 2022.

## 3. Worldview Interview.

Students will have the opportunity to dialogue with their professor in regard to the following items, in order to support the ongoing development of his or her worldview:

- a) What factors or influences have shaped your worldview up to this point? How have these factors or influences shaped your worldview?
- b) Share some examples of values/commitments you hold, explaining how they are a direct result of your answer to one of Sire's 8 Worldview Questions.
- c) Share some examples of decisions you have made, explaining how these were a direct result of your answer to one of Sire's 8 Worldview Questions.
- d) Explain how you intend to further develop your worldview.

It is recommended that the student takes notes into this interview in relation to the 4 questions above but is also familiar enough with his or her answers so that a flowing conversation can be had between the student and the professor.

- Related learning outcome(s): #4.
- **Assignment length:** 12-15 minutes.
- **Interview date:** November 25, 2022. \*More interview dates will be made available if necessary.

#### 4. *Draft of Christian Worldview Statement.*

If you take a full degree at Horizon, in your final year of studies, you will take a course called Integrative Seminar with Portfolio (ISP). One of your assignments in that course will be to develop your own *Christian Worldview Statement*. In order to start you on this assignment, answer James W. Sire's 8 Worldview Questions as found in the template "Christian Worldview Statement Template," found on Populi under the Lesson "Christian Worldview Statement Template." Keep this document so you can refer back to it when it comes times to write your own *Christian Worldview Statement* in ISP. Even if you do not intend to complete a degree at Horizon, this exercise is still greatly beneficial in helping you to articulate what your worldview is right now. This assignment will not be assessed for competency but must be completed or it will count as an unexcused late assignment. The professor will provide you with feedback that will prove helpful when you go to write your *Christian Worldview Statement* at the end of your degree.

- **Assignment length:** 1½ – 2 pages.
- **Due date:** November 30, 2022.

#### 5. *Letter of Response to a Friend's Worldview*

For this assignment, use the "Letter Template" found under "Lessons" on Populi. Make sure to fill in your name where directed (i.e., *Your Name Here*). Imagine you received this letter from a friend. Your task is to write a letter of response to your friend using first-person language. You must diagnose what worldview(s) is present in your friend's letter, communicate how your convictions differ as a disciple of Christ from those of your friend, and show your love and care for your friend in the tone and content of your letter. This imagined correspondence will give you the opportunity to learn how to dialogue with others who have different worldviews and convictions than you.

Include the follow elements:

- INTRODUCTION:** Establish a connection with your friend. Use your imagination!
- EVALUATION:** Based on the course material and textbook reading, tell your friend what worldview(s) you think is at play in her letter. Explain to your friend **why** you think this worldview(s) is present in her letter, specifically referring to the letter she wrote to you. Make sure to cite the textbooks or the class notes at least 2 times in this section of the letter to aid in your evaluation.
- CRITIQUE:** As a disciple of Christ, what are 3 correctives or changes you would offer to your friend in response to what she has shared with you in the letter? What

Christian worldview commitments are important to communicate in your letter of response?

- d) **SIGN-OFF:** End your letter in a way that signals you are open for more communication and conversation with your friend about these matters.

Throughout the letter include the important element of **CARE**. Ask yourself: “How will I communicate my thoughts to my friend in a Christ-like manner?” Demonstrate Christ-like care, concern, and the ability to engage with your friend and her worldview.

- Related learning outcome(s): #2 and #3.
- **Assignment length:** 2-3 pages double-spaced.
- **Due date:** December 5, 2022.

#### 6. *Worldviews in Shopping Presentation.*

There are two options for this assignment.

**Option A:** For an hour, browse through some popular online shopping destinations, looking for different worldviews, “ism’s,” and cultural stories in the products available:

- amazon.ca (see the Bestsellers section especially)
- chapters.indigo.ca
- clothing stores (pay attention to t-shirts with text on them)
- etsy.com

**Option B:** Visit a mall. For one hour, walk around and observe the different worldviews, “ism’s,” and cultural stories at play in this setting. Pay attention to advertisements, products available, etc.

From this experience, prepare a 4–6-minute presentation for the class that will aid in the class’ corporate discovery of the variety of worldviews that are present in our daily lives. Follow these steps:

- a) Introduce yourself to the audience and give a thesis statement for your presentation. (E.g., My name is \_\_\_\_ and I am going to show you an example of \_\_\_\_ that I found while I was online shopping.)
- b) Identify and define one worldview, “ism,” or cultural story that you found in your online shopping or at the mall. Your definition should be clear and provide a good amount of detail. **DO NOT** skip this step, as it provides the foundation for your presentation.
- c) Relate the definition you gave in Part B to the screen shot or photo of the worldview, “ism,” or cultural story you found in your online shopping or at the mall. Make sure to specifically articulate how this screen shot or photo is an example of the worldview, “ism” or cultural story you defined in Part B.
- d) Explain the consequences of the worldview, “ism,” or cultural story you saw in your online shopping or at the mall. How do these things affect our society? How could these things affect us personally?
- e) Conclude your presentation by briefly reminding your audience what you have said.

Include **one screen shot** of the worldview, “ism,” or cultural story you found in your online shopping, or **one photo** of the worldview, “ism,” or cultural story you found at the mall. Be prepared to ask your classmates questions about their observations and to have your classmates ask you questions about your observations.

- Related learning outcome(s): #2 and #3.
- **Assignment length:** 4–6-minute presentation.
- **Presentation date:** December 7, 2022. \*More presentation dates will be added as necessary.

### **Video-on-Demand (VOD) Student Requirements**

As indicated on the course schedule, this class is being offered by VOD. Students taking the course through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may be absent from class, non-VOD students are expected to attend class live following the class attendance policy.

- For this course, VOD students have the same assignment due dates as in-class students.
  - **NOTE:** For the *Worldviews in Shopping Presentation*, VOD students will need to **make a video of their presentation and submit it to the professor on Populi before December 7, 2022 at 8AM.** The video should be uploaded to a content hosting site like YouTube, and the link sent to the professor. The video will then be played for the rest of the students to contribute to the corporate learning experience.
- Each week, VOD students are required to watch and engage with all lecture content and in-class activities from that week’s classes.
  - By Monday at 4:30PM each week, VOD students will have a short Zoom call with the professor to discuss the following items. The time can be negotiated between the student and the professor but must be before 4:30PM. In this call, the student will
    - 1) affirm he/she has watched the required recording for the last seven days,
    - 2) summarize one thing he/she learned that week that will help him/her reach the course learning outcomes,
    - 3) explain at least one question he/she had after watching the class recording, and
    - 4) provide evidence of his/her participation in at least one in-class learning activity from that week. Post this evidence in the appropriate week’s Discussion on Populi (VOD Students Week #1 In-Class Activities, etc.)
- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.

**Estimate of Time Investment** (individual time investments may vary)

|   |          |                   |
|---|----------|-------------------|
| Classroom time  | 28.5 hrs | N/A               |
| 1. Textbook Reflection<br><i>Reading: 28 hours</i><br><i>Writing: 7 hours</i> | 35 hrs   | November 17, 2022 |
| 2. Podcast Mind Map   | 3 hrs    | November 21, 2022 |
| 3. Worldview Interview  | 7 hrs    | November 25, 2022 |
| 4. Draft of Christian Worldview Statement                                     | 3 hrs    | November 30, 2022 |
| 5. Letter of Response to a Friend's Worldview                                 | 8 hrs    | December 5, 2022  |
| 6. Worldviews in Shopping Presentation  | 7 hrs    | December 7, 2022  |
| Total =   | 91.5 hrs |                   |

**Assessment Rubrics**

Students will be able to access course and assignments rubrics on Populi under the Lesson "G143 Assessment Rubrics" by the first day of class.

**Course Outline** \*subject to change

|                         |  |
|-------------------------|--|
| November 7-14           | Unit I: Why Worldview?                   |
| November 15-21          | Unit II: Understanding Our Story         |
| November 22-November 30 | Unit III: Diagnosing Dominant Worldviews |
| December 1-8            | Unit IV: Responding as Disciples         |

- First submissions of assignments will not be accepted after December 9, 2022.

|                        |  |
|------------------------|--|
| Monday, December 12    | Resubmission of <i>Textbook Reflection</i> (as necessary)<br>Resubmission of <i>Podcast Mind Map</i> (as necessary)                    |
| Tuesday, December 13   | Resubmission of <i>Letter of Response to a Friend's Worldview</i> (as necessary)   |
| Wednesday, December 14 | Resubmission of <i>Worldview Interview</i> (as necessary)<br>Resubmission of <i>Worldviews in Shopping Presentation</i> (as necessary) |
| Thursday, December 15  | Secondary resubmissions (as necessary)   |
| Friday, December 16    | Additional resubmissions (as necessary)  |

- No resubmission of assignments will be accepted after December 16, 2022.

**Academic Policies****General Assignment Guidelines**

Please see the Horizon [Format Guide](#) for assignment submission, grammar, and formatting guidelines.

### Late Assignments and Extensions

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the [Assignment Extension Request Form online](#) and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester.

Unexcused late submissions will be tracked across each student's program. If one assignment is submitted more than five days late or if a student incurs multiple instances of unexcused late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

### Resubmission of Assignments

Students have until the last day of revision week to submit revisions. Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.

### Horizon College Assessment of Student Work

The goal of courses is to help students develop the stated competencies, not earn letter grades. Assignments are the means by which instructors evaluate development of those competencies. Consequently, students do not earn overall "grades" on individual assignments. Instead, assessment focuses on measuring students' competency as outlined in the syllabus and assignment rubric. For purposes of transferability to other institutions, the final competency designations will be translated to a comparable letter grade on a traditional transcript. The tables below explain Horizon's approach:

| Horizon CBE Scale |           | Descriptor   | Letter Grade | Grade Point | U of S Equivalency |
|-------------------|-----------|--|--------------|-------------|--------------------|
| E                 | Exceeding | Student <b>exceeded competency requirements for more than 40%</b> of the learning outcomes and met requirements for all remaining learning outcomes. | A+           | 4.0         | 90-100             |
|                   |           |  | A            | 4.0         | 85-89              |
|                   |           |  | A-           | 3.7         | 80-84              |
| M                 | Meeting   | Student <b>met competency requirements for all</b> learning outcomes and may have exceeded in 40% or less.   | B+           | 3.3         | 77-79              |
|                   |           |  | B            | 3.0         | 73-76              |
|                   |           |  | B-           | 2.7         | 70-72              |

Students pass a course only after they have demonstrated that they have *met or exceeded all* competency requirements for a course. If the student chooses not to meet all course competency requirements, the course will not be sufficient to fulfill their program requirements at Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below on a traditional transcript.

|     |                   |   |    |     |       |
|-----|-------------------|---|----|-----|-------|
| BTM | Beginning to meet | Student was <b>beginning to meet competency requirements for any one or more</b> learning outcomes, and met or exceeded competency requirements for all other outcomes. | C+ | 2.3 | 67-69 |
|     |                   |   | C  | 2.0 | 63-66 |
|     |                   |   | C- | 1.7 | 60-62 |
| NYM | Not yet meeting   | Student was <b>not yet meeting competency requirements for one or more</b> learning outcomes.   | D+ | 1.3 | 57-59 |
|     |                   |   | D  | 1.0 | 53-56 |
|     |                   |   | D- | 0.7 | 50-52 |
|     |                   |   | F  | 0.0 | 0-49  |

### Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the [Student Handbook](#).

### Disability Services Information

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at [bwilliamson@horizon.edu](mailto:bwilliamson@horizon.edu); Jessie Lysholm, Associate Dean of Students, at [jlysholm@horizon.edu](mailto:jlysholm@horizon.edu); or Leanne Bellamy, Academic Coach, at [lbellamy@horizon.edu](mailto:lbellamy@horizon.edu).

### Class Attendance

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through live-streaming with their camera on. A student must be present for the full duration of a class period in order to be registered as present for the class. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

### **Live-Streaming Etiquette**

Students taking the course through live-streaming are required to indicate this during their course registration. While live-streaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via live-stream, in order to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

### **Use of Technology**

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

## Bibliography

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**Appendix A: Suggested Reading Schedule**

| <b><u>Date</u></b> | <b><u>Reading</u></b>  |
|--------------------|--|
| November 7, 2022   | <i>Hidden Worldviews</i> , Chapters 1 and 2  |
| November 8, 2022   | <i>Hidden Worldviews</i> , Chapters 3 and 4  |
| November 9, 2022   | <i>Hidden Worldviews</i> , Chapters 5 and 6  |
| November 10, 2022  | <i>Hidden Worldviews</i> , Chapters 7 and 8  |
| November 11, 2022  | <i>Hidden Worldviews</i> , Chapters 9 and 10   |
| November 12, 2022  | <i>Hidden Worldviews</i> , Chapter 11<br>One chapter of <i>The Universe Next Door</i> (Naturalism <b>OR</b> The New Age) |
| November 17, 2022  | 3-page Textbook Reflection   |