



G143 Worldviews and Contemporary Culture

3 credits. Prerequisites: *none*.

 On Campus  'A' Live-Stream  Video on Demand

September 9-13, 2024

Module A

Monday—Friday, 10 AM-5 PM ET (8 AM-3 PM SK)

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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 MCS-Horizon’s Missions

Inevitably, this Spirit-empowered life and ministry will occur within the myriad of worldviews present in the 21st 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
2. Reflect critically on how worldviews are present in one’s own life and the world at large.
 - *Assessment:* Textbook Reflection, Letter of Response to a Friend’s Worldview, Worldviews in Shopping Video Presentation
3. Observe the indicators of worldviews and cultural influences within a variety of contexts.
 - *Assessment:* Letter of Response to a Friend’s Worldview, Worldviews in Shopping Video Presentation

4. Recognize the influences that shape their own worldview and implement practices that continue to develop a mature Christian worldview.
 - *Assessment:* Textbook Reflection, 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: 978-0830849383.

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 many of 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.

Course Assignments and Activities

1. *Textbook Reflection* (30%).

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. From *Hidden Worldviews*, for both Consumerism **AND** Individualism, answer the following questions:

- 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.”

- To complete this assignment, students will follow these guidelines:
 - Follow the MCS Horizon Format Guide.
 - Follow the Textbook Reflection Template provided.
 - Include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.
 - Cite *Hidden Worldviews* by Wilkens & Sanford when discussing Consumerism and Individualism.
 - Cite *The Universe Next Door* by Sire when discussing Naturalism or the New Age.
 - Confirm the Required Reading has been completed on the Title Page.
 - Address Consumerism **AND** Individualism from Wilkens and Sanford, and Naturalism **OR** the New Age from Sire.
- Related learning outcome(s): #1, #2, and #4.
- **Assignment length:** 4.5-6 pages double-spaced (approximately 1.5-2 pages per worldview or hidden worldview).
- **Due date:** Friday, Sept 27, 2024.

Suggested Reading Schedule

<u>Date</u>	<u>Reading</u>
Complete by Sept 13	<i>Hidden Worldviews</i> , Chapters 1 and 2
Complete by Sept 20	<i>Hidden Worldviews</i> , Chapters 3 - 11
Complete by Sept 23	One chapter of <i>The Universe Next Door</i> (Naturalism OR The New Age)
Sept 27, 2024	3-page Textbook Reflection due

2. Letter of Response to a Friend’s Worldview (25%).

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:

- a) **INTRODUCTION:** Establish a connection with your friend. Use your imagination!
- b) **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.

- c) **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.

- To complete this assignment, students will follow these guidelines:
 - Follow the Horizon Format Guide.
 - Include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.
 - Include a bibliography.
 - Follow the outline given in the syllabus: Introduction, Evaluation, Critique, Sign-Off.
 - Cite the textbooks or class notes at least 2 times in “Evaluation.”
 - Use the “Letter Template” provided on Populi, and fill in name where directed (i.e., *Your Name Here*).
 - Use first-person language.
- Related learning outcome(s): #2 and #3.
- **Assignment length:** 2-3 pages double-spaced.
- **Due date:** Monday, October 7, 2024.

3. *Worldview Interview* (20%).

Students will have the opportunity to dialogue with their professor about 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:** Please contact the professor by **Sept 16th** to schedule your interview.
- **Due date:** Friday, October 11, 2024.

4. *Worldviews in Shopping Video Presentation (25%).*

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 video presentation that will aid in the class’s 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 [fill in the blank] and I am going to show you an example of [fill in the blank] that I found while I was 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 video presentation by briefly reminding your audience of 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.

- To complete this assignment, students will follow these guidelines:
 - Include one screen shot of the worldview, is, or cultural story you found during online shopping or one photo of the worldview, ism, or cultural story you found at the mall.
 - Include an introduction and conclusion (Parts A and E).
- The video should be uploaded to a content hosting site like YouTube, and the link submitted to the teacher on Populi.
- Related learning outcome(s): #2 and #3.
- **Assignment length:** 4–6-minute video presentation.
- **Submit before** Friday, October 18, 2024. **at 8AM.**

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.
- The reading schedule will be revised

Suggested Reading Schedule for VOD Students

<u>Date</u>	<u>Reading</u>
Complete by Sept 13	<i>Hidden Worldviews</i> , Chapters 1 - 4
Complete by Sept 23	<i>Hidden Worldviews</i> , Chapters 5-11
Complete by Sept 23	One chapter of <i>The Universe Next Door</i> (Naturalism OR The New Age)
Sept 27, 2024	3-page Textbook Reflection due

- Students are required to watch and engage with all lecture content and in-class activities from one full day of the module according to the schedule below. VOD students will post 2-3 minute video report addressing the following items: 1) affirms you have watched the required recording 2) summarizes one thing you learned that week that will help you reach the course learning outcomes, and 3) explain at least one question you had after watching the class recording.
 - Day 1 Lectures and Report: Sept 14 at 11:59PM
 - Day 2 Lectures and Report: Sept 14 at 11:59PM
 - Day 3 Lectures and Report: Sept 21 at 11:59PM
 - Day 4 Lectures and Report: Sept 30 at 11:59PM
 - Day 5 Lectures and Report: Oct 4 at 11:59PM
- 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.
- First submissions of assignments will not be accepted after Friday, October 18, 2024.

Estimate of Time Investment (individual time investments may vary)

Classroom time	30 hrs	N/A	Assignment Weighting
1. Textbook Reflection	40 hrs	Sept 27	30%
<i>Reading: 28 hours</i>			
<i>Writing: 12 hours</i>			
2. Letter of Response to a Friend's Worldview	8 hrs	Oct.7	25%

3. Worldview Interview	7 hrs	Oct.11	20%
4. Worldviews in Shopping Presentation	7 hrs	Oct.18	25%
Total =	92 hrs		

Assessment Rubrics

Assignment rubrics can be found on Populi. Click on the name of the assignment to access each rubric.

Course Outline *subject to change

September 9-13	Unit I: Why Worldview?
	Unit II: Understanding Our Story
	Unit III: Diagnosing Dominant Worldviews
	Unit IV: Responding as Disciples

Revision Week (October 21- October 25)

Monday, October 21- Friday, October 25	Resubmission of assignments (as necessary)
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- **No resubmission of assignments will be accepted after October 25, 2024.**

Academic Policies

General Assignment Guidelines

Please see the [MCS-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* on Populi 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 unless approval is granted by the Associate Academic Dean (MCS) or Assistant Academic Dean (Horizon).

Late submissions will be tracked across each student's program. If a student incurs multiple instances of 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. If one assignment is submitted more than five days late, the student will fail the course.

Assignment Completion

Professors usually will not accept assignments that have not been completed according to the instructions given in the syllabus. If a professor informs a student that a submitted assignment is incomplete, the student will be given the opportunity to complete and resubmit the assignment quickly. If this is not possible, the assignment will be regarded as submitted late.

Assignment 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.

MCS-Horizon College Assessment of Student Work

The goal of courses is to help students develop their competency, not earn letter grades. Assignments are the means by which instructors evaluate development of competency by assessing learning outcomes as outlined in the syllabus and each assignment rubric. Once a student's assignment has met all competency requirements, the professor will assign a grade for that assignment. Likewise, a final course grade is not calculated until the end of the course. Students pass a course (with a B- or higher) only after they have demonstrated that they have *met or exceeded all competency requirements* for that course and, therefore, only after they have passed all assignments.

MCS-Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated exceptional achievement of the learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
				A-	3.7
M	Meeting expectations	Student demonstrated good achievement of all learning outcomes.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

If the student does not meet all competency requirements in a course and, therefore, does not pass all the assignments in a course, the course will not be sufficient to fulfill their program requirements at MCS-Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below according to the scale below.

BTM	Beginning to meet expectations	Student was beginning to meet one or more learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting expectations	Student made insufficient progress toward meeting learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and 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.

Accessible Learning Services Information

MCS-Horizon aims to provide an accessible learning environment for all our students. If you would benefit from learning accommodations due to temporary or ongoing physical or mental health conditions or learning disabilities, please contact us as soon as possible to schedule a conversation. In all cases we ask that you provide current documentation of the disability or condition you wish to disclose. MCS-Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Wendy Holmes, MCS's Director of Academic Success (wendy.holmes@mcs.edu), or Richelle Bekkattla, Horizon's Library Technician and Academic Accommodations Coordinator (library@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 livestreaming 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 the equivalent of six hours of class (e.g., one day of a module course or two three-hours classes) without academic penalty. Students who are absent for more than this 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.

Livestreaming Etiquette

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming 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 livestream, 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

MCS-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 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.

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