

## **Core 220: The Question of Human Communities**

### *Required Readings and Texts*

Course Reader [probably electronic]

Jeffrey Greenman, *The Sermon on the Mount through the Centuries* (Brazos Press, 2007)

George Orwell, *Animal Farm* (Penguin, 1997)

### *Mission Statements*

The Mission of ACU: To educate students for Christian service and leadership throughout the world.

General Education Core Mission: to introduce students to and engage them in the process of thinking critically, globally, and missionally, preparing them for the rigor of academic excellence and university life at ACU.

Course Mission: to enhance students ability to reflect and critically evaluate the role of community in shaping and developing values, attitudes and engagements of the human person.

### *Course Goal*

Students will be aware of how they are shaped by communities of which they are a part, and understand the obligations they have to those communities and to other communities.

### *Course Prerequisite and Description*

This three hour course is intended for second year university students who are continuing their Core Curriculum requirements.

IC2 will ask the questions of community and explore the foundations of human communities: from family structures to faith communities. The course uses a variety of disciplinary approaches to examine influences on communities--such as culture, morality, politics, economics, gender, history, religion, institutions, and natural resources. Matters that manifest communities, such as geography, war, technology, music, and the visual arts, will also be examined.

### *Course Objectives*

Upon completion of the course, students should be able to:

1. Articulate and critically assess various views of communities using critical reading, thinking, writing, and oral communication skills.
2. Employ a multidisciplinary approach to analyzing communities, including their historical context, aesthetic situation, philosophical milieu and theological framework.

3. Explore the ethical and moral implications of living an integrated, Christ-centered life as part of a community.
4. Demonstrate a pro-active sense of responsibility for individual, civic, and social choices within a community, and possible consequences of one's choice of community.
5. Articulate the contribution of various global issues on the growth and decline of communities through informed judgment, reasoning and evaluation.

#### *Required Assignments and Suggested Grade Weights*

These assignments and grade weights can be used for various course objectives, and additional assignments can be added at the discretion of individual teachers.

1. Reading Preparation (10-20%) All the assigned readings are to be done before the class meetings. Students should come prepared to participate in class discussions and to take quizzes over the readings assigned and art/music presentations.
  2. Class participation (15-25 %). Students will take part in class discussions being prepared. This will include electronic participation both within the class meeting hour and outside it. There is an initial reflection essay on the students' life in communities which is part of class participation. There is also an oral report based on a chapter in the Greenman book.
  3. Personal Reflection Essay (10-15%). The short biographical paper (3-5 pages) which develops thoughts presented in the student's Core 120 paper on identity in relationship to the student's perception of their shaping by communities.
  4. Case Study response (10-15%) the student will analyze the issues raised in the case study on the issue of veiling in France. The student will be asked to analyze the issues which undergird this debate, and which the debate provokes with respect to community.
  5. Critical film review (5-10%) related to the understanding of the Sermon on the Mount as a guide for shaping Christian community.
  6. Research paper (15-20%). The student will present a research paper of 10-12 pages on the interaction of community with important global issues (for example, conflict, racism, poverty, environment, etc.).
  7. Final Examination (10-20%). A written examination looking for the student's integration of the short reflection papers with the assigned readings and viewings.
- \*NOTE:** *these assignments and their grade weights are designed for the 60% common material for the course. Each instructor will determine whether to use them for more than 60% or how other assignments will fit the grading.*

*Course Competencies and Measurements*

	<i>Competency</i>	<i>Measurement Instrument</i>	<i>Measurement standard</i>
1	<i>Articulate and assess various views of communities</i>	<i>Personal reflection Essay  Case Study Response</i>	<i>a. Student paper will be assessed for style, thoughtfulness, and scope of reflection on their communities.  b. Student will respond to a case study describing issues of conflict between two communities.</i>
2	<i>Analyze and compare communities using a multidisciplinary approach</i>	<i>Class discussion  Reading Preparation  In class writing project</i>	<i>a. Student will participate in class discussions of assigned readings.  b. Quizzes over readings.  c. An in-class response to prompts comparing two or more communities using the criteria discussed in the readings.</i>
3	<i>Explore implications of Christ-centered guidance of community.</i>	<i>Oral Report  Blog posting response to other class reports   Viewing Response to "Brother Sun and Sister Moon"</i>	<i>a. The student will participate in an oral group explanation of a chapter in the book by Greenman. Each student will present a one-page written summary as preparation for the group report.  b. Student will make blog comments on two other student oral reports. These will be assessed for style and evidence of thoughtful engagement with both the oral report and the chapters in Greenman.  c. Student will give a 4-5 page response to prompts from the instructors for the viewing of film. These will be assessed for mechanics, style and reflection on the Sermon on the Mount.</i>
4	<i>Demonstrate a proactive sense of</i>	<i>Personal Reflection</i>	<i>A 3-5 page paper will be assessed for style and clarity and will ask</i>

	<i>responsibility for one's choice of communities.</i>	<i>Essay.</i>	<i>the student to develop thoughts based on the Core 120 identity paper to assess their present communities using the information found in the assigned readings.</i>
5	<i>Articulate the impact of global issues on the character, growth and decline of communities</i>	<i>Research Paper</i>	<i>The student will select a significant global issue and research its nature and impact with respect to the engagement of various communities. This 10-12 page paper should manifest research, evaluation of evidence, and the ability to transfer questions and information from the course study to a focused issue. It will be assessed for comprehensive engagement of the topic, including proper citation of research, scope and depth of analysis and concision and persuasiveness of argument.</i>