Course Syllabus

THE 5631 Divine Principle in Depth    Fall 2025

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Course Description

The Divine Principle provides the formula for our life with God and with one another. It shows the essence of the path by which God guided Rev. Moon during his lifetime. It illuminates the heart of God and God’s painful course through history. It is a resource for ecumenical relations, offering amazing insights into the Bible and Christian doctrines.

To study the Divine Principle in depth, this course starts with *Exposition of the Divine Principle*, adds insights from True Parents’ words, from *Wolli Wonbon,* the manuscript Rev. Moon wrote in Pusan in 1951-52 that has been a particular focus of the instructor’s research, and from spiritual testimonies.

A major focus of this course will be to discern the role of the Divine Principle in the current era. One aspect of the current era is True Mother's leadership, yet *Exposition of the Divine Principle*only focuses on the Second Coming of Christ. This was appropriate for the age of the Unification Church, whose mission was to lay the foundation for the Second Coming of Christ, but not now. We need to look again at the Principle to better understand what True Mother is doing and why she is doing it.

Another feature of the current era is that God’s providence has moved beyond restoration and into the task of substantial kingdom building. Many have engaged in prayerful reflection and informal discussion as to what this means. The OSDP workshops of 2011-12 that took a tentative first step in that direction by focusing on the Principle of Creation. This course devotes five weeks to that chapter, which should be at the center of our life today.

Online learning provides ample opportunity for discussion, which will feature in this course. Every student has insights into the Principle to share, from which everyone can learn, including the instructor. Hopefully, the lessons and discussions will take you deeper into the Principle than you’ve ever gone before.

Since this is an advanced course, students should already be well versed in the basic content of the Principle and be trying to live by its precepts. If you are unfamiliar with the Divine Principle, it is recommended that you attend a church-sponsored seminar before enrolling in this course.

Textbook

The primary textbook for this class is *Exposition of the Divine Principle* (New York: HSA-UWC, 1996, 1998). *paperback, $20.*ISBN 0-910621-80-2

Assignments

Readings

Students are expected to read the assigned pages of *Exposition of the Divine Principle* and any additional readings provided in the course.

Quizzes

Biweekly quizzes cover the basic content of the assigned pages of *Exposition of the Divine Principle.* The purpose of the quiz is to encourage you to study the text. You are free to look up facts that you are unsure of.

The quiz should be completed in one sitting; once you submit it, you cannot retake it. Each quiz will be open for 2 weeks, after which it will close.

Lectures

The lectures cover specific topics of the Principle. Students are required to submit a brief 1-2 paragraph reflection on each lecture, which will indicate to the instructor that they have viewed it. Most of the reflections are graded Pass/Fail (Fail indicates that the student did not write a reflection or the reflection betrays that they did not watch the lecture). *Please complete all the lecture assignments, as the points add up to about 20% of your final grade.*

Discussions

Threaded discussions are the heart of the course. The instructor posts a question, and each student posts a response. Once you have answered the instructor’s question, you can see other students’ answers and comment on them as much as you like. Since the discussions are graded, your answers should be substantial and well considered. Each discussion will be open for 2 weeks, after which it will be closed. *Participation in the discussions is graded.*

Zoom Meetings

Five synchronous zoom meetings will be scheduled, when students can pursue questions that arise in the course.

Teaching Project

In the Teaching Project, you will prepare a short lecture on a topic of Divine Principle of your choice. Your lecture can be in the form of a Word or Google Docs document, YouTube video, PowerPoint with sound, or any other presentation medium of your choice. The project is an opportunity for you to creatively present a topic in Divine Principle, to make it relevant to the situation today or to meet the needs of a particular audience (specified as children, teens, college students, adults, Christians, Muslims, secularists, etc.).

Your lecture (or whatever teaching modality you choose) should cover much less than a whole chapter; one topic within a chapter is enough.

Your teaching project will be graded on consistency with the Principle (25%), engagement with an intended audience (25%), relevance to the present time (35%), and style and quality of presentation (15%).

Topics are due by November 14, and the project will be due on December 18. Feel free to begin your project earlier, if you feel inspired to work on it during the week when that particular chapter of Divine Principle is being discussed. For questions concerning the suitability of possible topics, please communicate with the instructor.

Outcomes, Requirements and Grading

Learning Outcomes

At the conclusion of this course, students will be able to:

1. Explain the major concepts of the Divine Principle
2. Describe points of common ground and points of distinct difference between the Divine Principle and conventional Christian and/or Jewish teachings
3. Explain how the teachings of the Divine Principle guided Rev. Moon and continue to guide Unificationists in their life of faith
4. Recognize, understand and analyze challenging points of Divine Principle
5. Demonstrate theological reflection on Divine Principle in today's context, which is the Cheon Il Guk Era

Course Requirements

Every week students should:

* Read the assigned pages of *Exposition of the Divine Principle*
* View the instructor’s lecture(s) and submit their reflections.
* Complete the quiz on the assigned pages (every other week)
* Participate in the threaded discussion. Since the class participates together in the discussions, late submissions will be penalized.

At the end of the course, students should:

* Complete a teaching project

End of the Course

Canvas courses close at the end of the semester, and you will not be able to submit assignments once it closes. The only late work I will accept is the Teaching Project, which can be submitted by email.

Evaluation and Grading

Evaluation will be on a point scale with 1070 points being 100%:

* 8 Quizzes, 20 points each (15% of the grade)
* 52 Lectures, 5 points each (22% of the grade)
* 15 Discussions, 30 points each (42% of the grade)
* Teaching Project, 220 points (20% of the grade)

Grades for each assignment, other than the lectures, are recorded by letter, and are understood as follows:

A         Excellent

B         Good

C         Satisfactory

D         Poor

F          Did not do the assignment

Lectures are graded Pass/Fail; submitting a reflection that touches on any point of the lecture counts as a Pass and receives full points.

In calculating the final grade for the course, letter grades for assignments are converted into the following numerical equivalents, and the total is then converted back to a letter grade:

A         97                    A-        91.5                 B+       87

B         82                    B-        77                    C+       72.5

C         67.5                 C-        62.5                 D+       57.5

D         53                    D-        50                    F          0

This scale severely penalizes Fs. Therefore, it is better to hand in a poorly done assignment than not to hand one in at all.

There is no grade of “Incomplete” on account of failure to hand in assignments. An incomplete will only be given for extenuating circumstances such as an accident or severe illness.

***Satisfactory completion of this course will award you 3 credits towards a Master’s Degree at HJI.***

Course Policies

Keeping on Task

It is vital that all students keep pace with the course and try to finish each week's work on schedule. All assignments, quizzes and discussions should be completed within 5 days of the due date. Quizzes and especially discussions will be closed after 10 days or so, and students who have not participated will receive an F for that assignment.

By the same token, lectures, quizzes and discussions will not be visible until a few days before the due date, so that students will engage the material in order. However, Lectures will be left online until the end of the course, for students to review the material at their own pace.

A student who has a serious medical or other emergency that would prevent him or her from staying abreast of the course should contact the Dean of Enrollment Management to make special arrangements.

Attendance Policy

Attendance is taken weekly, every Saturday. A student will be counted Present if he or she signs on to Canvas for at least 50 minutes during the week. Refer to HJI policies regarding excessive absences, which could subject the student to an administrative withdrawal. Exceptions will be made for students who make special arrangements due to an emergency situation.

Academic Integrity

Each student's work is expected to be a product of his or her own effort. Plagiarism is a form of dishonesty that occurs when a student passes off someone else's work as their own. Plagiarism in its most severe form occurs when a student purchases a paper from a third party, or submits an entire body of work written by a third party, as the student’s own. These most serious cases can be reported to the Office of the Provost for disciplinary action. Possible actions include probation, suspension, or dismissal/ separation from HJI.

Cutting and pasting material from various websites without citing the source of said material also constitutes plagiarism, as is a failure to cite sources in a paper, conveying the impression, intentionally or not, that another writer’s work is the student’s own. In these cases of plagiarism, the instructor may give the student an “F” for the offending assignment, require that the student repeat the assignment, or if the plagiarism continues, give the student an “F” for the course. A pattern of such behavior may be reported to the Office of the Provost. It can lead to serious consequences as listed above.

Use of generative artificial intelligence (AI) tools like ChatGPT in assignments is permitted only with prior permission of the instructor. If the instructor permits students to use AI for research, students should know that it may give false results and its facts need to be checked and verified. Any passages generated by AI must be given proper citation, just as for citing other authors’ works. In addition, students must append a paragraph at the end of their work explaining how and why they used ChatGPT, which includes what prompts were used and what measures were taken to verify its accuracy. Students may not use AI to produce the content for an assignment. If an AI tool is used without obtaining prior permission and/or without providing the required citation or explanation, it will be treated as plagiarism.

Faculty reserve the right to use plagiarism detection software, such as Turnitin, to find instances of AI-generated writing, as well as plagiarism from other sources, in student assignments.

Netiquette Policy

When posting online, you need to follow the same ethical standards and laws as you would in face-to-face communications. Your language should be respectful of faculty members and fellow students. Do not post private or confidential information about anyone, and do not provide personal information that could put yourself at risk. The school's LMS has robust security measures to protect communication between teacher and student. Yet please be aware that anything that you post in discussions and groups in which other students participate can be retrieved by others and copied.

Do not download and share course materials without permission of the instructor, as this may violate copyright. HJI reserves the right to delete postings on HJI-maintained sites that are considered insensitive, harassing or illegal. Language that is illegal, obscene, defamatory, threatening, infringing of intellectual property rights, invasive of privacy, profane, libelous, threatening, harassing abusive, hateful or embarrassing to any person or entity, or otherwise, is a violation of the Student Code.

Class Schedule

| **Date** | **Assignments** |
| --- | --- |
| Week of August 25 | Introduce yourselves!**Principle of Creation**Lecture 1: Resemblance to GodLecture 2: Dual CharacteristicsLecture 3: God's Feminine AspectDiscussion on God's feminine aspect |
| Week of September 1 | Lecture 4: Give and Receive ActionLecture 5: Love and BeautyLecture 6: God's HeartDiscussion of God's HeartQuiz on EDP, pp. 1-32 |
| Week of September 8 | [Lecture 7: The Second Blessing](https://utseminary.instructure.com/courses/295/assignments/4977)[Lecture 8: The Third Blessing](https://utseminary.instructure.com/courses/295/assignments/4978)Lecture 9: The Third BlessingDiscussion: God’s Presence in Your Personal Life  |
| Week of September 15 | Lecture 10: Growth, Part 1Lecture 11: Growth Part 2Lecture 12: Growth Part 3Lecture 13: Growth Part 4[Discussion of Growth](https://utseminary.instructure.com/courses/295/assignments/4921) |
| Week of September 22 | [Lecture 14: The Incorporeal Spirit World](https://utseminary.instructure.com/courses/295/assignments/4936)Lecture 15: AngelsQuiz on EDP, pp. 32-51**The Human Fall**[Lecture 1: The Human Fall and Modern Sensibilities](https://utseminary.instructure.com/courses/295/assignments/4946)[Lecture 2: Motivation and Course of the Fall](https://utseminary.instructure.com/courses/295/assignments/4953), part 1[Lecture 3: Motivation and Course of the Fall](https://utseminary.instructure.com/courses/295/assignments/4953), part 2 |
| Week of September 29 | Lecture 4: Consequences of the FallDiscussion on the FallLecture 5: The Fall—Various TopicsQuiz on EDP, pp. 53-78**Eschatology**Lecture: Eschatology and Human HistoryDiscussion: The Last Days: Where Are We Now? |
| Week of October 6 | **Advent of the Messiah**Messiah 1: Extent of Salvation through the CrossMessiah 2: Jesus and John the BaptistMessiah 3: Causes of Jesus' DeathMessiah 4: Blood AtonementDiscussion on Jesus' Death on the CrossQuiz on EDP, pp. 79-131 |
| Week of October 13 | **Resurrection**Resurrection 1: Returning ResurrectionResurrection 2: Spiritual Changes in the Cheon Il Guk EraResurrection 3: Spiritual Phenomena in Daily LifeDiscussion on Returning Resurrection and Spiritual Phenomena |
| Week of October 20 | **Predestination and Christology**PredestinationChristology, Part 1Christology Part 2Discussion on ChristologyQuiz on EDP, pp. 133-172 |
| Week of October 27 | **Providence of Restoration in Adam’s Family and Noah’s Family**[Restoration 1: Introduction to Restoration](https://utseminary.instructure.com/courses/295/assignments/4939), part 1Restoration 2: Introduction to Restoration, part 2[Restoration 3: Adam's Family](https://utseminary.instructure.com/courses/295/assignments/4948)[Restoration 4: Noah's Family](https://utseminary.instructure.com/courses/295/assignments/4964)[Discussion of Restoration](https://utseminary.instructure.com/courses/295/assignments/4927) |
| Week of November 3 | **Restoration in Abraham’s Family**Abraham 1: Abraham and IsaacAbraham 2: Jacob's courseAbraham 3: Judah, Joseph and BenjaminAbraham 4: Providence of the Foremothers [Discussion of the biblical patriarchs and our own life](https://utseminary.instructure.com/courses/295/assignments/4928)Quiz on EDP, pp. 175-223 |
| Week of November 10 | **Moses and Jesus**[Moses 1: Why Do We Study Moses' Course?](https://utseminary.instructure.com/courses/295/assignments/4947)[Moses 2: Providence of Restoration under Moses' Leadership](https://utseminary.instructure.com/courses/295/assignments/4955)[Moses 3: The Tabernacle](https://utseminary.instructure.com/courses/295/assignments/4968) and the Temple[Moses 4: Jesus' Three Courses to Restore Canaan](https://utseminary.instructure.com/courses/295/assignments/4971)[Discussion on Moses' Course as the Model Course for Father Moon](https://utseminary.instructure.com/courses/295/assignments/4929)[Quiz on EDP, pp. 225-287](https://utseminary.instructure.com/courses/295/assignments/4913)[*Submit the topic of your teaching project*](https://utseminary.instructure.com/courses/295/assignments/4981) |
| Week of November 17 | **Parallels of History**Parallels 1: Periods in the Providence of Restoration[Parallels 2: Parallels of History, Part](https://utseminary.instructure.com/courses/295/assignments/4954) 1Parallels 3: Parallels of History, Part 2Discussion about the Parallels in the Providence of Restoration[Quiz on EDP, pp. 289-344](https://utseminary.instructure.com/courses/295/assignments/4914) |
| Week of December 1 | **Preparation for the Second Advent**Preparation 1: Preparation for the Second AdventPreparation 2: The World WarsPreparation 3: Democracy and SocialismDiscussion on Contemporary Politics and SocietyQuiz on EDP, pp. 289-379 |
| Week of December 8 | **Second Advent**Second Advent 1: Second AdventSecond Advent 2: True Parents' VictorySecond Advent 3: Significance of Holy Mother HanDiscussion: What Should Be the Conclusion of Divine Principle? |
| December 18 | *Submit your Teaching Project* |

Course Outcomes Rubric:

| **Outcome** | **Ratings** | **Pts** |
| --- | --- | --- |
|  **DP in the CIG Era**Demonstrate theological reflection on Divine Principle in today's context, which is after the passing of Rev. Moon and the establishment of the Cheon Il Guk erathreshold: 3.0 pts |

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| **5 pts****Clear reflection on what is required for CIG Era** | **3 pts****Recognizes that CIG Era requires a new approach** | **0 pts****Does Not Meet Expectations** |

 | 5 pts |
| **Challenging Points in DP**Recognize, understand and explain challenging points in the Divine Principlethreshold: 3.0 pts |

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| --- | --- | --- |
| **5 pts****Describes challenge and addresses it well** | **3 pts****Recognizes the challenge** | **0 pts****Does not see an issue** |

 | 5 pts |
|  **DP in Life of Faith and Practice**Describe how the teachings of DP guided Rev. Moon and/or guide Unificationists in their life of faith and practicethreshold: 3.0 pts |

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| --- | --- | --- |
| **5 pts****Describes in detail how student's life or RM's life relates to a point in DP** | **3 pts****Connects point in DP to student's own life or RM's life** | **0 pts****Does Not Meet Expectations** |

 | 5 pts |
| **Comparison with Christian teachings**Describes points of common ground and points of distinct difference between the Divine Principle and conventional Christian and/or Jewish teachingsthreshold: 3.0 pts |

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| --- | --- | --- |
| **5 pts****Deeper reflection on similarities and differences** | **3 pts****Compares DP with other religious teaching** | **0 pts****Does Not Meet Expectations** |

 | 5 pts |
| **Explain major concepts of the Divine Principle**Student explains the Divine Principle teaching clearly and accurately for the topic covered in the assignmentthreshold: 3.0 pts |

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| --- | --- | --- |
| **5 pts****Explains point with additional insight** | **3 pts****Explains the point** | **0 pts****Does not meet expectations** |

 | 5 pts |
| Total Points: 25 |