**Unification Worldview and Society [Draft Syllabus]**

Dr. Thomas J. Ward Fall 2025

**LTR 5503 Unification Worldview and Society**

**Course Description**

Unification Worldview offers a unique perspective on existing and emerging social and political narratives. The Unification critique of Marxism-Leninism demonstrates how Unification Theory can be used to assess and respond to Marxism-Leninism, and especially because a version of this worldview is still strongly supported by the People’s Republic of China, this course does dedicate some of its attention to exploring the tenets of Marxism-Leninism and introduces “Socialism with Chinese Characteristics” based on the pronouncements of current Chinese Leader Xi Jinping and the late Deng Xiaoping. The Unification Worldview’s serves as the basis for a critique of and counterproposal of this ideological perspective. This course also dedicates significant attention to other materialist worldviews, notably the Humanist perspective or Secularism, as well as Postmodernism, and Critical Theory, offering insights into these understandings of the world and their implications on human thought and behavior.

Expected Course Learning Outcomes

Upon completion of the course, the student will be expected to:

1.) Demonstrate an understanding of the fundamental tenets of Marxism-Leninism and how these tenets apply to today’s People’s Republic of China.

2.)  Demonstrate a fundamental understanding of the development, the tenets, the significance and the relevance of what has been referred to as the CAUSA Worldview, which is based on the Unification Worldview’s Analysis, Critique, and Counterproposal to Marxism-Leninism and “Socialism with Chinese Characteristics.”

3.)  Demonstrate a grasp of the historical and philosophical underpinnings of the modern Humanist worldview and introduce a preliminary critique and counterproposal to it.

4.) Demonstrate a basic understanding of the underlying tenets of postmodernism and critical theory and introduce the basis for a critique of these trends in contemporary thought.

5.) Demonstrate a working knowledge of Unification Theory as well as point to examples of how this theory can assess the validity of proposed solutions to the social and political challenges faced by pluralist, democratic societies.

6.) Demonstrate the centrality of family in all social relations and the contribution that the Unification view of the family as the locus where one can best experience God as Parent; the precious nature of human beings as children of God and build a foundation for the realization of genuine love, unity, freedom, peace, and happiness.

This Class is a fifteen-week class session with the final paper due at the conclusion of the class.

**Books and Readings**

There are no textbooks that the student is required to purchase for this course. It consists exclusively of Open Access e-books, essays, articles, and videos. A list of readings for further study of the issues raised here is listed in the Biography at the end of this syllabus.

**Course Requirements**

1. Weekly virtual attendance and completion of assignments will be considered pivotal. You will want to dedicate time each week to covering the readings of the class as well as the posted lectures of the class, which follow a logical sequence and reflect each week’s topical focus. **You need a quiet time and place to do this well; if at all possible do not do this in one sitting.**

Timely reading of assignments will be monitored by Canvas weekly postings and, should the postings of assignments fall behind, they may be supplemented by quizzes (I would prefer that we avoid that).

2.) Your Weekly Postings will be graded as 5, 4, 3, 2, 1 or 0 and **represent 20% of your Final Grade)**. 5, 4, 3 grades are all registered as full credit with the same value (3 points.). A score of 5 means that you not only earned the three points but that your summary shows that you have perfectly understood the content and that you can use your summary as a guidepost for any written exam or quiz in the class. A score of 4 means that it is clear that you have read the text and understood it but have missed a few of the key details. A score of 3 means that your instructor understands that you have done the reading but that dimensions of your understanding are incomplete. A score of 2 or 1 signals that there is insufficient evidence that the students has done the reading or grasped its general meaning.

3.)  Mid-Term examination will be administered online during week **nine** of the class and it will focus, to a significant extent, on the  tenets of Marxism and Unificationism’s critique of and counterproposal to it (40% of the Final Grade). If you follow along during the week and keep up with your assignments, you will be well prepared for this Exam when the time comes.

1. A 10-page reflection paper where students will be asked to apply Unification Theory to address a prevailing agenda-driven narrative or a particular social problem. If a student wishes to write on Marxism; however, he or she needs permission from the Instructor in advance. As a general “rule of thumb,” it is wise to run your planned final paper topic by the instructor.

The paper should demonstrate how Unification Theory provides insight into addressing a particular problem that has emerged due to materialist and atheistic perspectives. These are some examples of themes that you may want to consider: Hypernationalism; Whiteness; Radical Feminism; Critical Race Theory, Radical Sunni Islam; Radical Shi’a Islam; Patriarchy and Social Conflict; Gender Theory; Animal Rights. Your paper will want to recognize not only the negatives but positives that you find in the narrative or viewpoint that you choose to focus on.

(40 possible points of the total 100)

The above-mentioned Final Paper is due at the end of the fifteen week period. Paper should be single-spaced and submitted in Times Roman Font, 12 point, with one inch margins top, bottom, and sides. It should include a Title Page (not included as part of the 10-page submission). It should also include an abstract of no more than 300 words, as well as a literature review. Footnotes should follow the **Chicago Manual of Style** format. The Bibliography should include at least five credible sources including at least three journal articles (two of which should be non-Unification journals).

If students have any questions regarding any of this, please contact the instructor. Submission in different formats than those prescribed here will result **in an automatic reduction of 5%** from the grade for the paper. Lack of credible sources (please check with the instructor to know what that means) will also result in a reduction of at least 5 points from the final grade of the paper.

Please simply follow these directions and you will be fine. You won’t lose points if you do that.

if you have any problems, contact me. I have absolutely no interest in penalizing you. I will also review the guidelines with you in the opening lecture

Papers will be posted on Canvas in an indicated portion of the Class website.

**UTS Statement on Academic Integrity**

Plagiarism is a form of dishonesty that occurs when a student passes off someone else's work as their own.  This can range from failing to cite an author for ideas incorporated into a student's paper to cutting and pasting paragraphs from different websites, to handing in a paper downloaded from the Internet.  This also includes buying or submitting a paper written by a third party.  All are considered forms of “plagiarism” and a violation of the Seminary’s academic integrity policy. Instances of plagiarism may be reported to the Academic Dean for disciplinary action. Possible disciplinary actions include probation, suspension, or separation from UTS.

*In most cases, in the first instance of plagiarism in this course, the student must repeat the assignment. However, if the student uses a paper from another student or downloads and submits a paper from the internet or If the student plagiarizes again, the student will receive an “F” for the course.*

**Netiquette statement**

When posting online, students need to follow the same ethical standards and laws as you would in face-to-face communications. Language should be respectful of faculty members and fellow students. Students should not post private or confidential information about anyone, and should not provide personal information that could put themselves at risk. The Seminary’s Learning Management System has robust security measures to protect communication between teacher and student. Yet please be aware that anything that students 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. In most cases, it does not.

UTS reserves the right to delete postings on UTS 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 per Class Foci plus Required Readings (Specified for each of the five days of class) and Lectures that you need to have reviewed and summarized for each day of class:\

**CLASS SCHEDULE**

*Note that this course is offered entirely online. It is an asynchronous course with weekly assignments and an online Mid-Term.*

**Note on the Lectures listed here that are still accessible:**

The lectures in this Draft Syllabus are from an earlier rendition of this class.

All lectures for this class are being re-recorded. You may certainly review them to get a feel for the class but they are not the lectures that you will be receiving but instead are earlier versions of them

**Our Class Week by Week**

**August 28 - September 3 Class I**

Topics: 1. Welcome to the Opening Class of Unification Worldview.

2. Why this Class?

3. What we will cover.

4. Review of Major foci of the Class

Assignments:

1. Watch this Introductory Video
2. Kindly review the Syllabus and on the Assignment Page kindly acknowledge 1. That you have review the Syllabus and indicate any question that you might have.

Kindly read pp. I-XIX from the *CAUSA Lecture Manual* <https://tparents.org/Library/Unification/Books/CausaLM/CausaLM-00.pdf> and pp. 1-19 on Communist Expansionism from the days of the Soviet Union <https://tparents.org/Library/Unification/Books/CausaLM/CausaLM-01.pdf>.

This is not difficult reading and it puts you into the mindset of developments in the early to mid-1980s in the United States; it helps you to understand the ways in which the CAUSA movement approached the problem of communism. These presentations helped our audiences back then to recognize why the Soviet Union and its satellites were a real, rather than an “invented” threat to the United States and to the world at that time.

1. Post the following on the Discussion Board
   1. Introduce yourself to your instructor and your fellow students.
   2. Kindly say a few words about what you hope to get from this class.
   3. Explain what you see as being the most serious problem that humanity faces today.

**September 4-10 Class II**

**Topic: To secure the Blessings of Liberty**

Each week you have two assignments:

1. Selected Readings

Readings for Week 2:

New World Encyclopedia: The United States Constitution

<https://www.newworldencyclopedia.org/entry/United_States_Constitution>

“A Revolution not made but prevented” by Russell Kirk

<https://kirkcenter.org/kirk-essay-a-revolution-not-made-2/>

African-Americans and the American Revolution by Edward Ayres

<https://www.jyfmuseums.org/learn/research-and-collections/essays/african-americans-and-the-american-revolution>

*Assignment: Do a 1-2 Page Summary of these readings* (only **one 1-2 page summary for the entire collection of reading assignment.** Note that you *are asked to do a* ***Summary of the Key Points of the Reading. Kindly do a Summary and not a Commentary or Reflection.* You are graded based on the quality of your Summary.**

Assignment 2: Watch the following Lecture(s) and take personal notes on the key points. You do not need to summarize them.

There is a weekly Discussion Board where you may post observations or raise questions. This is not graded but your comments are welcome.

To secure the Blessings of Liberty

Focus: Why this course?

1. its Purpose and Significance
2. “Lecture 1: “To Secure the Blessings of Literature”

To be prepared for this class, the readings and lectures specified below

**September 11-17 Class III**

**Topic: “Xi Jinping: Life and Beliefs”**

Each week you have two assignments:

1. Selected Readings

**Readings for the Week:**

Ian Johnson, “Xi Jinping exposed,” *Council on Foreign Relations,* October 23, 2022; accessed on August 20, 2023; <https://www.cfr.org/blog/xi-jinping-exposed>.

Xi Jinping, Full Text on the 100th Anniversary of the Chinese Communist Party’s Founding,” July 1, 2021; accessed on August 20, 2023;. <https://asia.nikkei.com/Politics/Full-text-of-Xi-Jinping-s-speech-on-the-CCP-s-100th-anniversary>

***Assignment:*** *Do a 1-2 Page Summary of the reading(s)* (only **one** 1-2 page summary for the entire reading assignment. Note that you *are asked to do a* ***Summary of the Key Points. Kindly do a Summary and not a Commentary or Reflection.* You are graded based on the quality of your Summary.**

***Assignment 2***: Watch the following Lecture(s) and take personal notes on the key points. You do not need to summarize them.

There is a weekly Discussion Board where you may post observations or raise questions. This is not graded but your comments are welcome and all students as well as the Instructor will have the opportunity to read and comment as appropriate.

**September 18-23 Class IV**

**Topic: “Marxist Ideology: Overview and Critique with Special Attention to China**

Each week you have two assignments:

1. Selected Readings

**Reading(s) for the Week:**

“Marxist Ideology: Overview and Critique,: *CAUSA Lecture Manual* (1984), pp. 21-78; accessed on August 20, 2023; <https://tparents.org/Library/Unification/Books/CausaLM/CausaLM-02.pdf>

***Assignment:*** *Do a 1-2 Page Summary of the reading(s)* (only **one** 1-2 page summary for the entire reading assignment. Note that you *are asked to do a* ***Summary of the Key Points. Kindly do a Summary and not a Commentary or Reflection.* You are graded based on the quality of your Summary.**

***Assignment 2***: Watch the following Lecture(s) and take personal notes on the key points. You do not need to summarize them.

There is a weekly Discussion Board where you may post observations or raise questions. This is not graded but your comments are welcome and all students as well as the Instructor will have the opportunity to read and comment as appropriate.

**September 24-30 Class V**

**Topic: “Dialectical and Historical Materialism”**

1. Selected Readings

**Reading(s) for the Week:**

“Dialectical and Historical Materialism,” *CAUSA Lecture Manual* (1984)*,* pp. 79-107; accessed on August 20, 2023;

<https://tparents.org/Library/Unification/Books/CausaLM/CausaLM-03.pdf>

***Assignment:*** *Do a 1-2 Page Summary of the reading(s)* (only **one** 1-2 page summary for the entire reading assignment. Note that you *are asked to do a* ***Summary of the Key Points. Kindly do a Summary and not a Commentary or Reflection.* You are graded based on the quality of your Summary.**

***Assignment 2***: Watch the following Lecture(s) and take personal notes on the key points. You do not need to summarize them.

There is a weekly Discussion Board where you may post observations or raise questions. This is not graded but your comments are welcome and all students as well as the Instructor will have the opportunity to read and comment as appropriate.

**October 1-7 Class VI**

**Topic: “Marxist Political Economy: Critique and Counterproposal”**

1. Selected Readings

**Reading(s) for the Week:**

“Marxist Economic Theories,” *CAUSA Lecture Manual* (1984), pp. 109-126; accessed on August 20, 2023; <https://tparents.org/Library/Unification/Books/CausaLM/CausaLM-04.pdf>

***Assignment:*** *Do a 1-2 Page Summary of the reading(s)* (only **one** 1-2 page summary for the entire reading assignment. Note that you *are asked to do a* ***Summary of the Key Points. Kindly do a Summary and not a Commentary or Reflection.* You are graded based on the quality of your Summary.**

***Assignment 2***: Watch the following Lecture(s) and take personal notes on the key points. You do not need to summarize them.

There is a weekly Discussion Board where you may post observations or raise questions. This is not graded but your comments are welcome and all students as well as the Instructor will have the opportunity to read and comment as appropriate.

**October 8-14 Class VII**

**Topic: “Imperialism—The Highest Stage of Capitalism: Critique and Counterproposal”**

1. Selected Readings

**Reading(s) for the Week:**

“Imperialism and the Third Internationalism,” *CAUSA Lecture Manual* (1984), pp. 127-144; accessed on August 20, 2023;https://tparents.org/Library/Unification/Books/CausaLM/CausaLM-05.pdf

***Assignment:*** *Do a 1-2 Page Summary of the reading(s)* (only **one** 1-2 page summary for the entire reading assignment. Note that you *are asked to do a* ***Summary of the Key Points. Kindly do a Summary and not a Commentary or Reflection.* You are graded based on the quality of your Summary.**

***Assignment 2***: Watch the following Lecture(s) and take personal notes on the key points. You do not need to summarize them.

There is a weekly Discussion Board where you may post observations or raise questions. This is not graded but your comments are welcome and all students as well as the Instructor will have the opportunity to read and comment as appropriate.

**October 15-21 Class VIII**

**Topic: “Socialism with Chinese Characteristics”**

1. Selected Readings

**Reading(s) for the Week:**

**Maoism** [**https://www.newworldencyclopedia.org/entry/Maoism**](https://www.newworldencyclopedia.org/entry/Maoism)

**Deng Xiaoping** [**https://www.newworldencyclopedia.org/entry/Deng\_Xiaoping**](https://www.newworldencyclopedia.org/entry/Deng_Xiaoping)

**Council on Foreign Relations:** [**https://www.cfr.org/blog/xi-jinping-exposed**](https://www.cfr.org/blog/xi-jinping-exposed)

**China’s Approach to Global Governance:** [**https://www.cfr.org/china-global-governance/**](https://www.cfr.org/china-global-governance/)

**Xi’s Message on China’ Role in Global Governance:**

[**https://www.cfr.org/article/how-read-xis-muscular-message-chinas-global-role**](https://www.cfr.org/article/how-read-xis-muscular-message-chinas-global-role)

***Assignment:*** *Do a 1-2 Page Summary of the reading(s)* (only **one** 1-2 page summary for the entire reading assignment. Note that you *are asked to do a* ***Summary of the Key Points. Kindly do a Summary and not a Commentary or Reflection.* You are graded based on the quality of your Summary.**

***Assignment 2***: Watch the following Lecture(s) and take personal notes on the key points. You do not need to summarize them.

**Lecture 1 on “Socialism with Chinese Characteristics”**

**Lecture 2 for this week**

“How Unification Worldview compares and contrasts with the Marxist Worldview” [30 Minutes and 21 Seconds].

[https://vimeo.com/443378844/0dc5ca5bf8 (Links to an external site.)](https://vimeo.com/443378844/0dc5ca5bf8)

There is a weekly Discussion Board where you may post observations or raise questions. This is not graded but your comments are welcome and all students as well as the Instructor will have the opportunity to read and comment as appropriate.

**October 22-28 Class IX**

**Mid-Term Evaluation**

**October 28 to November 3 Class X**

**Topic: Western Marxism and the Frankfurt School**

**Reading(s) for the Week:**

Read the New World Encyclopedia Article on the Frankfurt School <https://www.newworldencyclopedia.org/entry/Frankfurt_school>

Read the Marxist Internet Archive Article on the Frankfurt School

<https://www.marxists.org/subject/frankfurt-school/>

Read also the New World Encyclopedia article on Antonio Gramsci

<https://www.newworldencyclopedia.org/entry/Antonio_Gramsci>

The key text of the Frankfurt School is Horkheimer’s and Adorno’s *Dialectic of Enlightenment* that is available as a pdf here: <https://sisu.ut.ee/sites/default/files/mdad/files/max_horkheimer_theodor_adorno_gunzelin_noeri_eb-ok.org_.pdf>

***It is for your reference and not a required reading for this class.***

***Assignment:*** *Do a 1-2 Page Summary of the reading(s)* (only **one** 1-2 page summary for the entire reading assignment. Note that you *are asked to do a* ***Summary of the Key Points. Kindly do a Summary and not a Commentary or Reflection.* You are graded based on the quality of your Summary.**

***Assignment 2***: Watch the following Lecture(s) and take personal notes on the key points. You do not need to summarize the lecture(s).

**Lecture on Western Marxism and the Frankfurt School**

There is a weekly Discussion Board where you may post observations or raise questions. This is not graded but your comments are welcome and all students as well as the Instructor will have the opportunity to read and comment as appropriate.

**November 4-10 Class XI**

**Topic:** French Postmodernism, Deconstruction, and Critical Theory

LGBTQ as an Ideological and Political Movement

**Reading(s) for the Week:**

French Postmodernism, Deconstruction, and Critical Theory

Read the New World Encyclopedia Article on Critical Theory

<https://www.newworldencyclopedia.org/entry/Critical_theory>

Read the New World Encyclopedia Article on Postmodernism (Kindly especially focus your attention on the sections dealing with postmodernity or philosophical modernism rather than aesthetic postmodernism.

<https://www.newworldencyclopedia.org/entry/Postmodernism>

**LGBTQ Readings**

1. **Introduction to Critical Theory and 2. The Rationale for the Mainstreaming of Homosexuality and the LGBTQ Movement:**

Readings:

Critical Theory as explained by the *Stanford Encyclopedia of Philosophy*[*https://plato.stanford.edu/entries/critical-theory/*](https://plato.stanford.edu/entries/critical-theory/)

Postmodernism as explained by the *Stanford Encyclopedia of Philosophy*[*https://plato.stanford.edu/entries/postmodernism/*](https://plato.stanford.edu/entries/postmodernism/)

Gay Liberation Front Manifesto 1971/1978 (Revised) <https://sourcebooks.fordham.edu/pwh/glf-london.asp>

New York Passes a Ban on “Conversion Therapy” after years-long Effort

<https://www.nytimes.com/2019/01/21/nyregion/conversion-therapy-ban.html>

***Assignment:*** *Do a 1-2 Page Summary of the reading(s)* (only **one** 1-2 page summary for the entire reading assignment. Note that you *are asked to do a* ***Summary of the Key Points. Kindly do a Summary and not a Commentary or Reflection.* You are graded based on the quality of your Summary.**

***Assignment 2***: Watch the following Lecture(s) and take personal notes on the key points. You do not need to summarize the lecture(s).

**Lecture on the Evolution of Postmodernism, Deconstruction, and Critical Theory and a UWV Critique and Counterproposal**

**Lecture 2 on LGBTQ Theory and a Critique and Counterproposal**

There is a weekly Discussion Board where you may post observations or raise questions. This is not graded but your comments are welcome and all students as well as the Instructor will have the opportunity to read and comment as appropriate.

**November 11-17 Class XII**

**Topic: The Emergence of the Secular Worldview**

**Reading(s) for the Week:**

Read the New World Encyclopedia Article on Humanism

<https://www.newworldencyclopedia.org/entry/Humanism>

Read the New World Encyclopedia Article on the Enlightenment but focus on the second part of this article that explains the Western Philosophical understanding of the Enlightenment.

<https://www.newworldencyclopedia.org/entry/Enlightenment_(concept)>

H.L. Mencken: A Model for Modern Cynicism

<https://www.newworldencyclopedia.org/entry/H._L._Mencken>

Herbert Spencer and Social Darwinism

<https://www.newworldencyclopedia.org/entry/Herbert_Spencer>

Charles Darwin: Life and Work

<https://www.newworldencyclopedia.org/entry/Charles_Darwin>

Humanist Manifesto I

<https://americanhumanist.org/what-is-humanism/manifesto1/>

***Assignment:*** *Do a 1-2 Page Summary of the reading(s)* (only **one** 1-2 page summary for the entire reading assignment. Note that you *are asked to do a* ***Summary of the Key Points. Kindly do a Summary and not a Commentary or Reflection.* You are graded based on the quality of your Summary.**

**Recommended Readings (Not required) on the Critique and Counterproposal to Secular Thought**

Creationism

<https://www.newworldencyclopedia.org/entry/Creationism>

Intelligent Design

<https://www.newworldencyclopedia.org/entry/Intelligent_design>

Big Bang Theory

<https://www.newworldencyclopedia.org/entry/Big_Bang>

<https://bitterwinter.org/testing-brainwashing-theories-cia-and-the-mk-ultra-experiment/>

***Assignment 2***: Watch the following Lecture(s) and take personal notes on the key points. You do not need to summarize the lecture(s).

**Lecture 1: The Emergence of the Secular Worldview**

**Lecture 2: Critique of the Secular Worldview**

There is a weekly Discussion Board where you may post observations or raise questions. This is not graded but your comments are welcome and all students as well as the Instructor will have the opportunity to read and comment as appropriate.

**November 18-24 Class XIII**

**Topic: Discussion of the Anti-Cult Movement**

**Reading(s) for the Week:**

On the Anti-Cult Movement

Article 1

A Diagnostic that America does not need

<https://www.journals.uts.edu/volume-xxi-2020/327-a-diagnostic-that-america-does-not-need>

Article 2

New Religions, Cult Experts, and the Media

<https://www.journals.uts.edu/volume-xxii-2021/333-new-religions-cult-experts-and-the-media>

Article 3

<https://bitterwinter.org/how-brainwashing-theories-were-applied-to-religion/>

Article 4

<https://bitterwinter.org/the-fall-of-brainwashing-theories-in-the-late-twentieth-century/>

Why Cults and brainwashing do not exist by Massimo Introvigne

<https://bitterwinter.org/why-cults-and-brainwashing-do-not-exist/>

The Unification Church Crisis in Japan: The Three Enemies of Religious Freedom

<https://bitterwinter.org/the-unification-church-crisis-in-japan/>

***Assignment:*** *Do a 1-2 Page Summary of the reading(s)* (only **one** 1-2 page summary for the entire reading assignment. Note that you *are asked to do a* ***Summary of the Key Points. Kindly do a Summary and not a Commentary or Reflection.* You are graded based on the quality of your Summary.**

***Assignment 2***: Watch the following Lecture(s) and take personal notes on the key points. You do not need to summarize the lecture(s).

There is a weekly Discussion Board where you may post observations or raise questions. This is not graded but your comments are welcome and all students as well as the Instructor will have the opportunity to read and comment as appropriate.

**November 25 to December 2 Class XIV**

Topic: The Origin of Evil and the Role of Family in the Realization of World Peace

**Reading(s) for the Week:**

A Reflection on Unification Thought, Evil, and Theodicy by Thomas J. Ward

<https://www.journals.uts.edu/volume-iv-2001-2002/35-a-reflection-on-unification-thought-evil-and-theodicy>

The Problem of Evil—Unification Theodicy by Theodore Shimmyo

<https://www.journals.uts.edu/volume-xvii-2016/289-the-problem-of-evil-unification-theodicy>

“They shall be one flesh”: Fulfilling the Ideal of Creation through the Family” by Robert S. Kittel

<https://www.journals.uts.edu/volume-vi-2004-2005/58-they-shall-be-one-flesh-fulfilling-the-ideal-of-creation-through-the-family>

From Dependence and Independence toward Interdependence: An Analysis of Cultural Trends in the Family and in the world by Yoshihiko Masuda

<https://www.journals.uts.edu/volume-i-1997/8-from-dependence-and-independence-towards-interdependence-an-analysis-of-cultural-trends-in-the-family-and-in-the-world>

***Assignment:*** *Do a 1-2 Page Summary of the reading(s)* (only **one** 1-2 page summary for the entire reading assignment. Note that you *are asked to do a* ***Summary of the Key Points. Kindly do a Summary and not a Commentary or Reflection.* You are graded based on the quality of your Summary.**

***Assignment 2***: Watch the following Lecture(s) and take personal notes on the key points. You do not need to summarize the lecture(s).

**The Origin of Evil and the Role of the Family in the Realization of World Peace**

There is a weekly Discussion Board where you may post observations or raise questions. This is not graded but your comments are welcome and all students as well as the Instructor will have the opportunity to read and comment as appropriate

**December 3-10 Class XV**

Final Week Class:

Students introduce the Research Project that they have focused on during this course on a Discussion Board video and post their Final Assignment.

**Map of Course Assignments to Learning Outcomes**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Assignment:         Outcome: | Instructor Lecture and posted PPT and Canvas Postings, Class Discussions and Simulations | Reading of the Communist Manifesto, Canvas Postings Discussions and Simulations | Reading of the CAUSA Lecture Manual | Reading of Greek Mythology Assigned Readings | Reading of Humanist Manifestos I, II, III | Final Exam |
| 1.   Demonstrate an understanding of the fundamental tenets of Marxism-Leninism. | X | X | X | X | X |  |
| 2.   Demonstrate a fundamental understanding of the development, the tenets, the significance and the relevance of what is known as the CAUSA Worldview, which is based on the Unification Worldview’s Analysis, Critique, and Counterproposal to Marxism-Leninism. | X | X | x |  |  | X |
| Demonstrate a basic understanding of the view of good and evil as understood by Greek Mythology’s understanding of the role that the gods play in these conflicting forces in the human experience. | X |  |  | X |  | X |
| 4.)  Demonstrate a grasp of the historical and philosophical underpinnings of the modern humanist worldview. | X | X | X | X |  | x |
| 5.) Demonstrate a working knowledge of Unification Theory and the ability to apply it to social and political issues raised in pluralist societies. | X | X | X | X | X | X |

**Rubric of Learning Outcomes**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Outcome | Beginning | Developing | Mastered | Exceptional |
| 1. Demonstrate an understanding of the fundamental tenets of Marxism-Leninism. | Describes the key issues raised by Marx and Engels in their Communist Manifesto of 1848. | Describes the key tenets of Marxism: Alienation; Dialectical and Historical Materialism, and Marxist Political Economy. | Describes the key tenets of Marxism and is also able to explain why it only became a political reality because of the additives to the theory provided by Lenin. | Is able to cite examples of how the tenets of Marxism-Leninism were applied in the communist. |
| Demonstrate a fundamental understanding of the development, the tenets, the significance and the relevance of what is known as the CAUSA Worldview, which is based on the Unification Worldview’s Analysis, Critique, and Counterproposal to M-L. | Describe the key components of the CAUSA Lecture Manual. | Describe the key contents of the component parts of the text | Describe the rationale for each of the sections of the Lecture Manual and the order of the text.. | Is able to use the CAUSA Lecture content to explain the differing perspectives of the First, Second, and Third International, which culminated in the rise of Lenin, Stalin and the modern Soviet State. |
| Demonstrate a basic understanding of the view of good and evil as understood by Greek Mythology’s understanding of the role that the gods play in these conflicting forces in the human experience. | Describe the origin of the Greek gods and the personalities of key figures including Zeus, Hera, and Prometheus. | Identify the relationship between the gods and humankind, as evidenced by the Iliad. | Identify the ways in which the related behavior of the gods impacted on Greece and led to a distancing from the gods as time went by. | Compare the attitudes and behavior attributed to the Greek gods to the attitudes and behaviors of the Judeo-Christian God in some circles to day and articulate why it matters. |
| 4.)  Demonstrate a grasp of the historical and philosophical underpinnings of the modern humanist worldview. | State the key tenets of Humanist Manifestos I, II, and III. | Explain the historical, social, and intellectual developments that have contributed to the emergence of this worldview. | Explain the tie-in to how this Worldview has contributed to modern views and attitudes on sexuality, moral discipline, and individual responsibility. | An ability to use the Unification Worldview as a prism to reflect on emerging material views and, when appropriate provide a critique of said views. |
| 5.) Demonstrate a working knowledge of Unification Worldview and the ability to apply it to social and political issues raised in pluralist societies. | State the key components of the Unification Worldview. | Show how those components provide a crucial role in the assessment of Marxism-Leninism. | Show how the model of the UWV Critique of Marxism-Leninism can be used for assessing the validity of emerging worldviews. | Develop an assessment, critique and counterproposal to a social view that you feel is false or misdirected. |