

**Mission Statement:**

Our mission is to serve as a leading center of Christian thought and action providing an excellent education from a biblical perspective and global context in pivotal professions to equip Christian leaders to change the world.

COURSE SYLLABUS

**REGENT UNIVERSITY
SCHOOL OF GLOBAL LEADERSHIP & ENTREPRENEURSHIP**

Mission Statement:

The mission of the School of Global Leadership & Entrepreneurship (GLE) is to prepare today's leaders -- emphasizing innovation, excellence and the impact of biblical principles in today's world, using graduate degree programs in business and leadership that promote extensive learning of those theories and dynamics to drive effective business, management and organizational leadership.

**LMSF 623
RELIGIONISTS AND FUTURISTS
SEMESTER: SPRING 2012
COURSE LOCATION: ONLINE**

All students are required to read and have a thorough understanding of the syllabus. Any questions or concerns need to be addressed to the instructor.

SECTION 1 - OVERVIEW

YOUR INSTRUCTOR FOR THIS COURSE:

Instructors:

Jay E. Gary, PhD

Please see Blackboard “Your Instructors” section for contact details and best times and methods for contacting professors.

PERSONAL GREETING FROM THE INSTRUCTOR

Welcome to this elective that examines how religionists and futurists have related to each other. Together we will explore how faith has developed as a forward view, both affirming and critiquing human action to improve the future. The course format is multifaceted, including archived lectures, online discussion and feedback, design practice, and peer and faculty consultation. The goal of this course is to empower students to speak and write intelligently on how faith relates to the future.

Dr. Jay Gary

SHORT BIO

Short bios and credentials of instructors are provided in Blackboard under the “Your Instructor” section.

COURSE DESCRIPTION

Traces the cultural history of various schools of futurism, whether revelation, progressivism, historicism, science fiction or social science. Students identify these various threads in past literature and examine their assumptions at work in popular culture today. Contemporary issues among futurists and religionists are also examined, such as prophecy, open theism, the science-religion dialogue or integral theory, with the aim of understanding how Reformation faith has both affirmed and critiqued Enlightenment based futures, and vice versa. Prerequisite: LMSF602

Theme Scripture:

Now to him who is able to do immeasurably more than all we ask or imagine, according to his power that is at work within us, to him be glory in the church and in Christ Jesus throughout all generations, for ever and ever! Amen. Ephesians 3:20-21

PROGRAM GOALS

The [Master of Arts in Strategic Foresight](#) (MSF) is a 33-credit graduate degree (semester hours). This course is part of its selection of electives.

At the conclusion of the Masters program:

1. MSF students will be able to design an environmental scanning system, enabling an organization's strategic leaders to track patterns of systemic change across trends, events and issues
2. MSF students will be able to create a baseline forecast of trends for an organization which contains alternative futures, uncertainties, and wildcards relating to the next decade.
3. MSF students will be able to lead a departmental team to develop strategic plans, which includes mission, vision, and goals, appropriately matched to the near-term competitive, customer and industry environment.
4. MSF students will be able to lead a scenario learning process for a leadership team that tests their strategy against a range of possible future developments.

- MSF students will be able to present their professional specialization, foresight practices, and their Christian faith in appropriate media such as, but not limited to a career portfolio, popular press articles, lectures, and conferences.

LMSF 623 helps students masters the skills needed to meet program objective 5 above.

LEARNING OBJECTIVES

The learning outcomes of this course are based on the MSF program goals above and will develop the following student competencies:

- Futures: Debate the extent to which the field of secular futurology contradicts or compliments Christian eschatology (O1).
- Rhetoric: Evaluate the strengths and weaknesses of millennial, utopian or progressive rhetoric to humanity's future (O2).
- Research: Evaluate the futurist writings of a religious leader and weigh their contribution to their audience and the field of social foresight (O3).
- Integral: Explain how the modern age differentiated science from religion and how an integral approach seeks to integrate them (O4).

The LMSF 623 course assignments are as follows:

- 8 dialogues: F1A, F1B, F2A, F2B, F3A, F3B, F4A, F4B
- 1 minor projects: m3.1
- 1 major project: M9.1

The table below maps the course outcomes to its assessments:

	O1	O2	O3	O4
F1A	x			
F1B	x			
F2A		x		
F2B		x		
F3A			x	
F3B			x	
F4A				x
F4B				x
m3.1	x			
M9.1			x	

SECTION 2 – COURSE REQUIREMENTS

COURSE MATERIALS

Students are responsible for acquiring the following **required** books and materials for this course **by the time the course begins**:

- Grosso, M. (1995). *The millennium myth: Love and death at the end of time*. Wheaton, IL: Quest. ISBN: 0835607119. [Obtain this on the used-book market or check out from your library].
- Peters, T. (2005) *Futures: Human and Divine*. Bimillennial Press, e-Book. Available from <http://www.christianfutures.com/books>

- Polak, F. L. (1973). *The image of the future*. (Elise Boulding, Trans. & Abridged). New York : Elsevier Scientific Pub. Co. ISBN: 0-444-41053-8. Book is out of print, but LMSF 623 will provide you will an e-copy in Blackboard.
- Wilber, K. (1998). *The marriage of sense and soul: Integrating science and religion*. New York : Random House. ISBN: 0767903439

Regent University has partnered with the Regent Bookstore to have textbooks available for purchase for all students, including distance students. Items may be ordered using the secured online catalog found at <http://www.cbamatthews.com/regent/>. Other sources, including online or local booksellers, might serve your needs as well. Any links to sources are provided facilitate learning and are available in Blackboard. Regent University and this department and faculty do not endorse or recommend any listed non-university sources.

Other required resources will be available online from the Regent University Library [full-text journal databases](#) or the World Wide Web. Certain resources will also be available through Blackboard, such as:

- Barrett, D. B. (1987, October). Forecasting the future in world mission: Some future faces of missions. *Missiology*, 15(4), 433-450.
- Stark, R., & Bainbridge, W. S. (1979, June). Of churches, sects, and cults: preliminary concepts for a theory of religious movements. *Journal for the Scientific Study of Religion* 18(2), 117-131.
- Tonn, B. (2004). Religion, futures, and futurism. *Futures*, 36(11), 1025-1048.

The following required resources were used in a prior course.

- *The Bible* - New Revised Standard Version (NRSV), Revised Standard Version (RSV), New King James Version (NKJV), American Standard Version (ASV), New American Standard Bible (NASB), or other literal English translation.
- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association. ISBN: 1433805618.

Recommended Resources

Should you wish to study further, recommended resources provide additional depth or breadth to the course content. The following are listed as a starting point to help build reasoning skills and content meaning-making within the course.

- Boyd, G. A., & Eddy, P. R. (2002). *Across the spectrum: Understanding issues in Evangelical theology*. Grand Rapids, MI: Baker Academic. ISBN: 0801022762
- Coates, Joseph F., John B. Mahaffie, and Andy Hines. *2025: Scenarios of US and global society reshaped by science and technology*. Winchester VA : Oak Hill Press. ISBN: 1886939098, also available in .pdf files via http://www.josephcoates.com/2025_PDF.html
- Thieliicke, H. (1974). *The evangelical faith: Prolegomena: The relation of theology to modern thought forms* (Geoffrey W. Bromiley, Trans.) (Vol. 1). Grand Rapids, MI: Eerdmans.
- Hiebert, P. G. (1999). *The missiological implications of epistemological shifts: Affirming truth in a modern/postmodern world*. Harrisburg, PA: Trinity. ISBN: 1563382598

Supplemental Resources

The following resources are supplemental resources that further define the human futures conversation.

- Anderson, W. T. (1997). *The future of the self: Inventing the postmodern person*. New York: J.P. Tarcher.
- Anderson, W. (2003). *The next enlightenment: Integrating East and West in a new vision of human evolution*. New York: St. Martin's Press.
- Canton, J. (1999). *Technofutures: How leading-edge technology will transform business in the 21st century*. Carlsbad, CA: Hay House.

- Detweiler, C., & Taylor, B. (2003). *A matrix of meanings: Finding God in pop culture*. Engaging culture). Grand Rapids, MI: Baker Academic.
- Drexler, K. E. (1986). *Engines of creation*. Garden City, N.Y.: Anchor Press/Doubleday.
- Dychtwald, K., & Kadlec, D. J. (2005). *The power years: A user's guide to the rest of your life*. Hoboken, NJ: John Wiley & Sons, Inc.
- Fukuyama, F. (2002). *Our posthuman future: Consequences of the biotechnology revolution*. New York: Farrar, Straus and Giroux.
- Holstein, J. A., & Gubrium, J. F. (2000). *The self we live by: Narrative identity in a postmodern world*. New York: Oxford University Press.
- Giddens, A. (1990). *The consequences of modernity*. Stanford, CA: Stanford University Press.
- Giddens, A. (1991). *Modernity and self-identity: Self and society in the late modern age*. Stanford, CA: Stanford University Press.
- Giddens, A. (1992). *The transformation of intimacy: Sexuality, love, and eroticism in modern societies*. Stanford, CA: Stanford University Press.
- Hawkins, D. I., Best, R. J., & Coney, K. A. (2004). *Consumer behavior: Building marketing strategy* (9th ed.). Boston: McGraw-Hill Irwin.
- Kurzweil, R. (1999). *The age of spiritual machines: When computers exceed human intelligence*. New York: Viking.
- Mehlman, M. J. (2009). *The price of perfection: Individualism and society in the era of biomedical enhancement*. Baltimore: Johns Hopkins University Press.
- McKibben, B. (2003). *Enough: Staying human in an engineered age*. New York: Times Books.
- Moreland, J.P., & Rae, S. B. (2000). *Body & soul: Human nature & the crisis in ethics*. Downers Grove, IL: InterVarsity Press.
- Naam, R. (2005). *More than human: Embracing the promise of biological enhancement*. New York: Broadway Books. ISBN: 0767918436
- Ray, P. H., & Anderson, S. R. (2000). *The cultural creatives: How 50 million people are changing the world*. New York: Harmony.
- Rheingold, H. (2003). *Smart mobs: The next social revolution*. Cambridge, MA: Basic Books. <http://www.smartmobs.com/>
- Sato, T. (2003). *The ever-transcending spirit: The psychology of human relationships, consciousness, and development*. Lincoln, NE: IUniverse.
- Taylor, C. (1989). *Sources of the self: The making of the modern identity*. Cambridge, MA: Harvard University Press.
- Theobald, R. (1997). *Reworking success: new communities at the millennium*. Stony Creek, CT: New Society Pub.
- Wilber, K. (2000). *A theory of everything: An integral vision for business, politics, science, and spirituality*. Boston: Shambhala. ISBN: 1570628556
- Wilber, K. (2000). *Integral psychology: Consciousness, spirit, psychology, therapy*. Boston: Shambhala.
- Zeldin, T. (1995). *An intimate history of humanity*. New York: HarperCollins.

Historical Resources

The following resources are supplemental/historical references that have addressed some aspect of the human futures conversation. These represent a wide variety of perspectives and should be read critically, in keeping with meaning-making within this course.

- Callenbach, E. (1975). *Ecotopia: The notebooks and reports of William Weston*. Berkeley, CA: Banyan Tree Books.
- Elgin, D. (1993). *Awakening earth: Exploring the evolution of human culture and consciousness*. New York: Morrow.
- Harman, W. W. (1988). *Global mind change: The promise of the last years of the twentieth century*. Indianapolis, IN: Knowledge Systems.

- Huxley, A. (1933). *Brave new world: A novel*. Garden City, NY: Garden City publishing. http://www.online-literature.com/aldous_huxley/brave_new_world/
- James, W. (1902). *The varieties of religious experience: A study in human nature*. New York: Longmans, Green, and Co.
- Murphy, M. (1992). *The future of the body: Explorations into the further evolution of human nature*. Los Angeles: J.P. Tarcher.
- Orwell, G. (1949). *Nineteen eighty-four: A novel*. New York: Harcourt, Brace. Full text at: <http://www.mondopolitico.com/library/1984/1984.htm>, Study guide at: <http://www.gerenser.com/1984/index.shtml>
- Rifkin, J. (1998). *The biotech century: Harnessing the gene and remaking the world*. New York: Jeremy P. Tarcher/Putnam.
- Stapledon, O. (1931). *Last and first men: A story of the near and far future*. New York: J. Cape and H. Smith.
- Simmons, D. (1989). *Hyperion*. New York: Doubleday.
- Simmons, D. (1990). *The fall of Hyperion*. New York: Doubleday.
- Simmons, D. (1996). *Endymion*. New York: Bantam Books.
- Simmons, D. (1997). *The rise of Endymion*. New York: Bantam Books.
- Teilhard de Chardin, P. (1959). *The phenomenon of man*. New York: Harper.

SECTION 3 – SCHEDULE AND EVALUATION

COURSE SCHEDULE AND METHOD OF EVALUATION

Estimated Time Commitment

The course is 12-weeks of interaction that follows the Regent University guidelines. The average weekly time commitment is 10 hours for a three-credit course, resulting in a total of 120 hours for the entire course.

Note: Coursework is scheduled over a seven-day week to provide structure for students residing on six continents. The weekly schedule begins on Monday at 12:01AM US ET ([USA Eastern Time](#)), and ends on Sunday at 11:59PM US ET. The program neither suggests nor encourages that students work seven days per week. Rather, in respect for the various traditions to honor a given day during the week, all seven days are included in the schedule so students may elect which days they will participate. See the [GLE Calendar](#) for Period and Week dates.

Course Schedule

See important course dates, related to add / drop dates, mid-semester breaks and holidays at:

http://www.regent.edu/acad/global/bb_calendar/home.shtml

Period	Assessment	Est. hrs.	Weight	Due date
One (Weeks 1-3) (Jan 3 – 22)	Futures Reading/Viewing/Listening	14	--	Continuous through 01/22/12
	Forum 1A	5	6%	01/22/12
	Forum 1B	5	6%	01/22/12
	3.1 Futures Essay	6	18%	01/22/12
Two (Weeks 4-6) (Jan 23 - Feb 12)	Rhetoric Reading/Viewing/Listening	15	--	Continuous through 02/12/12
	Forum 2A	5	6%	02/12/12
	Forum 2B	5	6%	02/12/12
Three	Research			

(Weeks 7-9) (Feb 13 - Mar 11)	Reading/Viewing/Listening	10	--	Continuous through 03/11/12
	Forum 3A	5	6%	03/11/12
	Forum 3B	5	6%	03/11/12
	9.1: Religious Futurist (Major)	20	34%	03/11/12
Four (Weeks 10-12) (Mar 12 – Apr 1)	Integral			
	Reading/Viewing/Listening	15	--	Continuous through 04/01/12
	Forum 4A	5	6%	04/01/12
	Forum 4B	5	6%	04/01/12
Overall	Total estimated hours based upon 10 hours per week for 12 weeks	120	100%	

This syllabus is subject to change without notice up until the first day of the semester.

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