



Course Syllabus: **PHIL7101 Comparative Worldview and Systems of Interdisciplinary Thought**
AgathonU Professor(s): Christopher Cone, Th.D., Ph.D., Ph.D.
For Program: Doctoral / D.Min., D.Ed., Ph.D. / 60 hours
Revision Date: 11/30/2024

Policies (Links) [Enrollment Agreement](#) [Withdrawal and Refund Policy](#)
 [Standards of Intellectual Honesty](#) [Writing Style Policy](#)

I. COURSE DESCRIPTION

PHIL7101 Comparative Worldview and Systems of Interdisciplinary Thought is an advanced comparison of worldview components and interdisciplinary applications and implications. This course challenges Learners to wrestle with the concept of worldview and how disciplines relate within any worldview. The methodology emphasizes foundational elements of worldview and specific components of worldview, compares worldviews and belief systems, and examines how disciplines fit in worldview and how they interrelate.

II. AGATHON PROFESSOR(S) BIO

Christopher Cone, Th.D., Ph.D., Ph.D., serves as President and CEO of [AgathonEDU Educational Group](#) and leads Agathon University. Cone has served as a President (Calvary University, Tyndale Theological Seminary), a Chief Academic Officer (Southern California Seminary), and as a Research Professor (Vyrity, Colorado Biblical University, Calvary University, Southern California Seminary). He has served in several pastoral roles and has also held teaching positions at the University of North Texas, North Central Texas College, and Southern Bible Institute. His articles are published at www.drcone.com, and he is the author and general editor of more than fifteen books.

III. COURSE TEXTS AND RESOURCES

Required Texts:

- All CBU courses use the Bible as a primary textbook. Translations used for coursework include any of the following: NASB, ESV, KJV, and NKJV. Other translations/versions may be used for complementary study and research.
- Christopher Cone, *Applied Biblical Worldview: Essays on Christian Ethics* (Exegetica, 2016) ISBN: 978-0976593096, \$19
- Christopher Cone, *Authentic Social Justice* (Exegetica, 2020) ISBN: 978-0998280578, \$14
- Christopher Cone, *Redacted Dominionism: A Biblical Approach to Grounding Environmental Responsibility* (Wipf & Stock, 2012) ISBN: 978-1620321591, \$19
- Christopher Cone, *Priority in Hermeneutics* (Exegetica, 2018) ISBN 978-0998280523, \$16
- George Smith, *Atheism, The Case Against God* (electronic)
- Karl Marx and Friedrich Engels, *The Communist Manifesto* (electronic)
- Friedrich Nietzsche, *Thus Spake Zarathustra* (electronic)
- Plato, *Republic* (electronic)

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- Clement Vidal “What is a Worldview?” (electronic)
 - Jay Shim, “Reformed Theology as Worldview Theology: The Public Nature of the Gospel and Spirituality” (electronic)
 - Leo Apostel and Jaak Vanlandschoot, “Interdisciplinarity: The Construction of Worldviews and the Dissemination of Scientific Results” (electronic)
 - Casey Jones, “Interdisciplinary Approach – Advantages, Disadvantages, and the Future Benefits of Interdisciplinary Studies” (electronic)
 - Bertus Haverkort and Coen Reijntjes, “Transdisciplinarity– Past Present and Future” (electronic)
 - Julie Thompson Klein, “The State of the Field: Institutionalization of Interdisciplinarity” (electronic)
 - Liviu Ursache, “The Role of Worldview in Hermeneutics” (electronic)
 - Kimberle Crenshaw, “Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics” (electronic)

IV. COURSE SCHEDULE AND OUTLINE

Module 1 – Worldview and Interdisciplinarity – Christopher Cone, Th.D., Ph.D., Ph.D.

Faculty, provide a brief and marketable summary of the content of this module.

1. *Reading Assignment:*
 - Vidal, “What is a Worldview”
 - Plato, *Republic*, Book V
 - Apostel and Vanlandschoot, “Interdisciplinarity...”
 - Jones, “Interdisciplinary Approach...”
2. *Reading Content Assessment*
 - Doctoral: Learners will write a 700-1000-word summary on *each* assigned reading and offer a justification or critique for the writer’s perspective.
3. *Module Assessment*
 - Doctoral: Learners will create a 10–15-minute video presenting the information covered in the module and explaining in depth one challenge or issue related to the module topic.
4. *Interaction Assessment*
 - Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).
5. *Interaction Discussion Questions:*
 - Q1
 - Q2
 - Q3

Module 2 – Epistemology – Christopher Cone, Th.D., Ph.D., Ph.D.

Faculty, provide a brief and marketable summary of the content of this module.

1. *Reading Assignment:*
 - Smith, *Atheism: The Case Against God*
 - Cone, *Applied Biblical Worldview*, chs 1-3

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- *Haverkort and Reijntjes, "Transdisciplinarity"*
2. *Reading Content Assessment*
 - Doctoral: Learners will write a 700-1000-word summary on *each* assigned reading and offer a justification or critique for the writer's perspective.
 3. *Module Assessment*
 - Doctoral: Learners will create a 10–15-minute video presenting the information covered in the module and explaining in depth one challenge or issue related to the module topic.
 4. *Interaction Assessment*
 - Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).
 5. *Interaction Discussion Questions:*
 - Q1
 - Q2
 - Q3

Module 3 – Hermeneutic Issues – Christopher Cone, Th.D., Ph.D., Ph.D.

Faculty, provide a brief and marketable summary of the content of this module.

1. *Reading Assignment:*
 - *Ursache, "The Role of Worldview in Hermeneutics"*
 - *Klein, "The State of the Field..."*
 - *Cone, Priority in Hermeneutics*
2. *Reading Content Assessment*
 - Doctoral: Learners will write a 700-1000-word summary on *each* assigned reading and offer a justification or critique for the writer's perspective.
3. *Module Assessment*
 - Doctoral: Learners will create a 10–15-minute video presenting the information covered in the module and explaining in depth one challenge or issue related to the module topic.
4. *Interaction Assessment*
 - Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).
5. *Interaction Discussion Questions:*
 - Q1
 - Q2
 - Q3

Module 4 – Metaphysics – Christopher Cone, Th.D., Ph.D., Ph.D.

Faculty, provide a brief and marketable summary of the content of this module.

1. *Reading Assignment:*
 - *Cone, Applied Biblical Worldview, chs. 15-22*
 - *Nietzsche, Thus Spake Zarathustra, First Part (p. 19-79)*
 - *Ecclesiastes*

2. *Reading Content Assessment*

- Doctoral: Learners will write a 700-1000-word summary on *each* assigned reading and offer a justification or critique for the writer's perspective.

3. *Module Assessment*

- Doctoral: Learners will create a 10–15-minute video presenting the information covered in the module and explaining in depth one challenge or issue related to the module topic.

4. *Interaction Assessment*

- Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).

5. *Interaction Discussion Questions:*

- Q1
- Q2
- Q3

Module 5 – Theological Systems – Christopher Cone, Th.D., Ph.D., Ph.D.

Faculty, provide a brief and marketable summary of the content of this module.

1. *Reading Assignment:*

- Shim, "Reformed Theology..."
- Cone, *Applied Biblical Worldview*, chs. 23-44

2. *Reading Content Assessment*

- Doctoral: Learners will write a 700-1000-word summary on *each* assigned reading and offer a justification or critique for the writer's perspective.

3. *Module Assessment*

- Doctoral: Learners will create a 10–15-minute video presenting the information covered in the module and explaining in depth one challenge or issue related to the module topic.

4. *Interaction Assessment*

- Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).

5. *Interaction Discussion Questions:*

- Q1
- Q2
- Q3

Module 6 – Worldview and Interdisciplinarity – Christopher Cone, Th.D., Ph.D., Ph.D.

Faculty, provide a brief and marketable summary of the content of this module.

1. *Reading Assignment:*

- Cone, *Applied Biblical Worldview*, chs. 4-14
- Cone, *Redacted Dominionism*

2. *Reading Content Assessment*

- Doctoral: Learners will write a 700-1000-word summary on *each* assigned reading and offer a justification or critique for the writer's perspective.

3. *Module Assessment*

- *Doctoral: Learners will create a 10–15-minute video presenting the information covered in the module and explaining in depth one challenge or issue related to the module topic.*

4. *Interaction Assessment*

- *Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).*

5. *Interaction Discussion Questions:*

- Q1
- Q2
- Q3

Module 7 – Socio Political Thought – Christopher Cone, Th.D., Ph.D., Ph.D.

Faculty, provide a brief and marketable summary of the content of this module.

1. *Reading Assignment:*

- *Crenshaw, “Demarginalizing...”*
- *Marx and Engels, Communist Manifesto*
- *Cone, Authentic Social Justice*

2. *Reading Content Assessment*

- *Doctoral: Learners will write a 700-1000-word summary on each assigned reading and offer a justification or critique for the writer’s perspective.*

3. *Module Assessment*

- *Doctoral: Learners will create a 10–15-minute video presenting the information covered in the module and explaining in depth one challenge or issue related to the module topic.*

4. *Interaction Assessment*

- *Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).*

5. *Interaction Discussion Questions:*

- Q1
- Q2
- Q3

Module 8 – Worldview and Interdisciplinary Competency Preparation I:**The Practical Engagement – Christopher Cone, Th.D., Ph.D., Ph.D.**

Faculty, provide a brief and marketable summary of the content of this module.

1. *Reading Assignment:*

- *No Reading – Practical Engagement*

2. *Reading Content Assessment*

- *Doctoral: Learners will write a 700-1000-word summary on each assigned reading and offer a justification or critique for the writer’s perspective.*

3. *Module Assessment*

- *Doctoral: Learners will create a 10–15-minute video presenting the information covered in the module and explaining in depth one particular challenge or issue related to the module topic.*

4. *Interaction Assessment*

- *Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).*

5. *Interaction Discussion Questions:*

- Q1
- Q2
- Q3

Module 9 – Worldview and Interdisciplinary Competency Preparation II: Writing the Journal Article – Christopher Cone, Th.D., Ph.D., Ph.D.

Faculty, provide a brief and marketable summary of the content of this module.

1. *Reading Assignment:*

- *No Reading – Practical Engagement*

2. *Reading Content Assessment*

- *Doctoral: Learners will write a 700-1000-word summary on each assigned reading and offer a justification or critique for the writer's perspective.*

3. *Module Assessment*

- *Doctoral: Learners will create a 10–15-minute video presenting the information covered in the module and explaining in depth one challenge or issue related to the module topic.*

4. *Interaction Assessment*

- *Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).*

5. *Interaction Discussion Questions:*

- Q1
- Q2
- Q3

Module 10 – Worldview and Interdisciplinary Practicum Preparation III: Developing the Teaching Encounter – Christopher Cone, Th.D., Ph.D., Ph.D.

Faculty, provide a brief and marketable summary of the content of this module.

1. *Reading Assignment:*

- *No Reading – Practical Engagement*

2. *Reading Content Assessment*

- *Doctoral: Learners will write a 700-1000-word summary on each assigned reading and offer a justification or critique for the writer's perspective.*

3. *Module Assessment*

- *Doctoral: Learners will create a 10–15-minute video presenting the information covered in the module and explaining in depth one challenge or issue related to the module topic.*

4. *Interaction Assessment*

- *Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).*

5. *Interaction Discussion Questions:*

- Q1
- Q2
- Q3

Course Content Assessment

Doctoral: Learners will choose any 1 Discussion Question from each module and address the topic/question in roughly 1000 words. One (1) short essay per question/topic, therefore, **a total of 10 short essay answers.**

Competency Assessment

Learners will select and complete any 1 of the 3 competency assignments. Specifics of the assessment *must* be preapproved by the Mentoring Professor:

1. Practical Engagement Component – a practical social engagement of 3-5 hours applying principles covered in the course, and a 3000-word report discussing: (1) Introduction of the Engagement, (2) Methodology, (3) Summary of What Happened, and (4) Benefits and Implications
2. Writing Component – a publishable quality paper of 7000-10000 words on an approved topic related to the course material.
3. Teaching Encounter Component – preparing, delivering, recording, and submitting a 60–90-minute teaching to a live audience on an approved topic related to the course material.

V. LEARNING OUTCOMES

Course Learning Outcomes (CLOs)

1. To be able to evaluate cogency and coherency of a worldview
2. To be able to recognize and analyze interdisciplinary connectivity in disciplines of interest
3. To be able to ascertain a worldview grid that identifies unstated worldview components from stated worldview components
4. To be able to communicate effectively in worldview and a topic of interdisciplinarity

Program Learning Outcomes (PLOs)

1. To equip Learners, as experienced educators and leaders, for individual, organizational, and system-level transformative leadership.
2. To enhance Learners' focus on the Biblical worldview-based theory, practice, and assessment.

3. To prepare Learners for various special, diverse, innovative learning and leadership contexts.
4. To produce Learners’ aptitude for multidimensional analysis, critical thought, and the synthesizing of transformative learning and leadership principles.

<https://www.agathonu.com/programs/>

Agathon UAF Learning Outcomes (ALOs)

1. *Critical Thinking, Problem Solving, and Research* – Learners will demonstrate ability to think critically from a Biblical worldview platform, solve problems, and conduct interdisciplinary research at a level appropriate to their program, and in a way that is gracious and beneficial to those operating within other worldviews.
2. *Personal Growth* – Learners will understand how learning is related to personal growth, and will be challenged to grow in their thinking, communication, conduct, and engagement with others.
3. *Skills Development* – Learners will advance in skills related to their area of learning, demonstrating a level of competency appropriate to their program.
4. *Social Responsibility* – Learners will appreciate the diversity in and value of others as designed by our Creator, and will grow in willingness and capability to serve others.
5. *Worldview Applications* – Learners will become capable at thinking from a Biblical worldview perspective and will understand the relationship of description and prescription, so that they can ground their actions in sound principles.

VI. ASSIGNMENTS AND GRADING RUBRIC (1000 POINTS)

Module Assessments	(20 points each x 10)	200 Points	CLO #1 / PLO #3,4 / ALO #1,2
Reading Content Assessments	(20 points each x 10)	200 Points	CLO #3 / PLO #3,4 / ALO #1,2
Interaction Assessments	(10 points each x 10)	100 Points	CLO #1,3 / PLO #3,4 / ALO #2
Course Content Assessment		250 Points	CLO #2 / PLO #3,4 / ALO #3,5
Competency Assessment		250 Points	CLO #4 / PLO #1,2 / ALO #4,5
Total Available Points		1000 Points	

[View the Agathon UAF Grading Policy and Assessment Rubrics Here](#)

VII. GRADING SCALE

91-100%	A
81-90%	B
71-80%	C
61-70%	D
0-60%	F

VIII. CARNEGIE UNIT CREDIT HOUR EQUIVALENT

Total Hours of Module Content:	20 hours
Total Hours of Reading Content:	70 hours
Total Hours of Minor Assessments:	60 hours
Total Hours of Major Assessment:	60 hours

Equivalent of 3 Credit Hours (70 hours of total course time per credit hour)