

Worldview Literacy & Emotional Intelligence Course Syllabus / page 1

Directed Individual Study Course (theme structure version 2.0 and 3.0 based)

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note: this course replaces the Worldview Literacy Directed Individual Study Course referred to on page 21 of *The Worldview Literacy Book*

To Teachers: Feel free to reproduce/adapt/customize this syllabus to meet your own course needs—see page 3.

Student Prerequisites for the Course

You should be

- 1) high school age or older—ideally old enough to have learned some things of importance from intellectual exploration, but not so old as to have closed any doors to more such exploration,
- 2) intellectually curious, eager to learn and explore, concerned about building your understanding of reality / “the big picture,” looking forward to gaining insight into life’s “big questions,” and
- 3) willing to agree to a) respect holders of beliefs and opinions different from your own, and b) promise to not attempt to “convert” other classmates (if any!) to religious or other faith-based beliefs you hold.

Overview of the Course's Purpose:

- 1) This is not a course about teaching you what to believe. To quote from the “Neutrality Pledge” on the **project Worldview** website: “Your worldview should be uniquely yours...We won't force our beliefs on you! We will help you find your way in taking a free inquiry path to a worldview.” The course is designed to provide both a structure and numerous jumping off places for educational exploration. It is our hope that students can use it in their quest to make sense out of “the confusion of existence” and find meaning in life.
- 2) This is a global education course—where global education is to be thought of as wholistic (or holistic!) education that focuses on whole systems and emphasizes the interconnections and interdependencies that more traditional education can easily overlook. It extends boundaries of concern, and strives to involve the whole person—seen as a thinking, feeling, joining and doing creature. (Note: version 3.0 TFJD codes are linked to this!) The global perspective it provides is to be connected with broadening one's worldview.
- 3) As students explore new intellectual terrain and begin preliminary conceptual mapping of it, as they shop for things to believe in and value, as they raise questions, they are urged to avoid locking onto answers too soon. Turning again to the **project Worldview** website, sprinkled throughout its numerous pages you'll often find this **Caution:** “As you shop in ‘The Reality Marketplace’ avoid spending your ‘reality cash’ too early, before you have seen everything!”
- 4) This course—especially its last unit—is designed to help build **emotional intelligence**. This has been variously described as “the ability to carry out accurate reasoning about emotions and the ability to use emotions and emotional knowledge to enhance thought.” And broken into four abilities: the ability to 1) be aware of one's own emotions, 2) control those emotions, 3) sense, comprehend, and respond to other's emotions, and 4) help others’ emotions develop in the context of a relationship. .

General Learning Objectives:

To students—as a result of completing this course, you should

- 1) better appreciate what a worldview is, how it develops and why it is important,
- 2) increase your literacy with respect to knowledge important to worldview development,
- 3) better appreciate the human heritage—physical, biological, intellectual—human society and human nature, and better appreciate all of this as it relates to you personally,
- 4) better appreciate the complexities behind the search for answers to life's big questions, the various forms that some of those answers can take, and conflicts that arise out of these different answers,
- 5) have completed a rigorous analysis of your own worldview, pondered the meaning of this analysis, and have created a customized deck of worldview playing cards based on it,
- 6) better understand yourself (and perhaps better understand a key person or two in your life?), and
- 7) have matured as a thinking/feeling/joining/doing human being, and furthered your own global education.
- 8) increase EQ (emotional intelligence quotient)—perhaps as important as IQ in predicting future success.

Course Organization:

This semester long course is designed to be completed in 16 weeks. It is divided up into five units of study, with three weeks (fifteen nominal one hour class periods) spent on each unit, and a final week devoted to finishing the slightly longer fifth unit, and special (educational games, worldview analysis, final exam) end of course activities. The course is referred to as a "directed individual study course" because the bulk of the student's time during the semester will be spent working by himself or herself either at the computer, reading or writing. For students with opportunities to interact in meaningful fashion with other students and a teacher, parent or facilitator, special activities are provided to use as time and interest permits.

The first four units will follow *The Worldview Literacy Book* and use the version 2.0 theme structure. They reflect the division of worldview themes into four divisions or wings. Each has twenty themes presented on thirteen separate web pages, cards or text sections (some of these cover only one theme, some cover two related themes). Each unit is also linked to worldview development questions, which students will consider both before and as they study various worldview themes within the unit. Typically one class period will be spent on each theme(s) web page and individual study will proceed according to a **five step* method** detailed on page 8 of *The Worldview Literacy Book*. This involves students reading, taking self tests to gauge understanding, surfing the web through "More to Explore links," and taking questionnaires to assess the compatibility of their worldview with the worldview theme(s) being studied. Unit #1 will begin with introductory material on the course and worldviews, and three self tests devoted to terminology associated with the latter. Then the usual plan outlined above for units #1 —#4 will be pursued, ending with a unit exam.

Unit #5 will depart from this. Its focus will be on the developing emotional intelligence part of the course. It will also provide a fast-paced review of all the worldview themes with an emphasis on the feelings associated with each of the themes. It will follow *The Worldview Theme Song Book* (subtitle "Exploring the Feelings Behind Worldviews,") and as the book's title suggests will present a song for each theme. This is done in an effort to not only evoke feelings, but also to help students see the theme from a different perspective. It will use the slightly different (highly compatible) version 3.0 theme structure. Beyond adding TFJD codes and VI scores, version 3.0 adds an 81st worldview theme by splitting version 2.0's theme #19 into two themes. Besides songs (with annotations provided by footnotes) for each theme, this unit includes material on neuroscience, music and emotions, non-rational knowledge—and stories. A final week uses *The Worldview Literacy Book*.

Textbook / Supplemental Readings:

- 1) *The Worldview Literacy Book*, by Stephen P. Cook, Parthenon Books, 2009 ISBN 978-0-9627349-1-5.
Note: *The Worldview Kit* CD is no longer bundled with this as all its files have been made available online.
- 2) *The Worldview Theme Song Book* by Stephen P. Cook, Parthenon Books, 2015 ISBN 978-0-9627349-4-6

If certain optional special activities are pursued, students will need access to these books:

- 3) *Coming of Age in the Global Village*, by Stephen P. Cook with Donella Meadows, Parthenon Books, 1990
ISBN 978-0-9627349-0-X (available from **project Worldview**)
- 4) *The Bible and its Influence* by Cullen Schippe, Chuck Stetson, etc. (go to bibleliteracy.org for more info)

Additional Materials or Equipment Needed:

Access to a computer, the internet, and Adobe Reader to read the .pdf files (available free from Adobe Acrobat). To complete the last (time permitting) end of course activities, a printer is needed along with miscellaneous materials (including scissors, card stock, tape, transparent sheet covers, and (up to four) dice—some colored).

Assignments, Quizzes and Exams:

Other than assigned reading and web surfing, over the entire course duration, students will be required to:

- a) take 68 self tests (they are ten questions long, computer graded, for student use only)
- b) complete 15 student internet activity sheets (three per unit, centered on student-selected worldview themes)
- c) take four unit exams (each consisting of 80 multiple choice questions--teacher, parent or facilitator graded)
- d) take a final exam (it will cover the whole course but slightly emphasize unit #5 additional material)
- e) make a customized deck of worldview theme playing cards that embodies his or her worldview
- f) optional: write a three page (double-spaced) paper entitled "What I've Learned About Myself" which interprets the results of the rigorous analysis of his or her worldview that student has conducted.
- g) optional: "Special Activities" assignments per student / teacher, parent or facilitator arrangements

Student Evaluation / Grades: (this part of the course syllabus can be customized as needed!)

The details here will vary with special activities selected (if any) and with student / teacher, parent or facilitator arrangements. If the student is essentially working independently, the entire grade can be based on the unit exam results in c) above and the final exam in d) — provided work in b), e) and f) is acceptable (pass / fail). Where teachers are available to evaluate written and other work, a grading scheme less heavily weighted on unit and final exams can be worked out. At bare minimum, someone other than the student will need to access exam, answer sheet, and solutions .pdf files to preserve the integrity of this examination experience.

Course Policies:

Students need to meet course pre-requisites—both in actuality and in spirit. If other students are involved—unless specifically authorized by a teacher in charge during special activities—narrowness, close-mindedness, lack of respect, intolerance, evangelizing, forcing beliefs on others, etc. are grounds for dismissal.

Detailed Course Schedule / Topics To Be Covered :

This appears on the ten pages that follow. See the three page "Suggested Special Activities" supplement for additional possibilities. (Note: syllabi already customized may indicate specific special activities)

To Teachers—The space below can be used to call student attention to any additions or changes to the course syllabus (as laid out above) you need to make...

Unit #1: Diamond ♦ **WORLDVIEW THEMES: INDIVIDUAL<-->KNOWLEDGE** (loosely as “thinking”) **Worldview themes associated with the diamond symbol involve how the individual relates to knowledge, including the basis for knowledge, the orientation adopted and tools used for acquiring more knowledge.**

#1A HUMBLY UNSURE	#1B SKEPTIC
#2A THE TRUE BELIEVER	#2B I KNOW WHAT'S BEST FOR YOU
#5A SCIENTIFIC MATERIALISM	#5B VITALISM
#6 SCIENTIFIC METHOD	
#7A MYSTICISM	#7B MAGIC
#8A MONOTHEISM	#8B BELIEF IN A PERSONAL GOD
#9A RELIGIOUS FUNDAMENTALISM	#9B APOCALYPTICISM
#10 SECULAR HUMANISM	
#11A FATALISM	#11B FREE WILL
#12 THE ARTISTIC WORLDVIEW	
#13 DANCING WITH SYSTEMS	
#15 THE COLLECTIVE COGNITIVE IMPERATIVE	
#30 INTELLECTUAL FREEDOM	

Worldview Development Questions:	Related Worldview Theme #s:
1) What is the basis for my knowledge?	6, 7A, 9A, 10, 12, 13, 34, 38
2) How do I justify my beliefs?	1B, 6, 9A, 15
3) With what level of certainty do I believe?	1A, 2A
4) To what extent will I promote my beliefs? How tolerant am I of conflicting beliefs?	2B, 30, 36A, 39B
5) What tools or methods will I employ in seeking new knowledge?	6, 7A, 7B, 9A, 12, 13, 30
6) Why do I see what I see? What reality generating mechanisms do I primarily rely on?	3, 4, 6, 7A, 7B, 9A, 12, 15, 36B
7) What is the nature of Reality? Specifically, what are things made of? Is there more to Reality than visible (or potentially visible) matter and its interactions (materialism), and if there is, what role should a non-material / spiritual component of Reality (vitalism) have in my worldview?	5A, 5B, 6, 7A, 12
8) Do I believe in God? If so, how do I conceive of God?	7A, 8A, 8B, 10, 14A
9) Do I believe that God shares knowledge with human beings? To what extent are the sacred books of various religions representations of such knowledge?	5A, 5B, 7A, 7B, 9A, 12
10) How did the universe originate? Does it have a Creator? Does the universe have a purpose?	4, 5A, 5B, 8A, 9A, 10
11) Do I believe that the end of the world as we know it can be expected any time soon? What will eventually happen to life on Earth?	4, 9B, 23A
12) Why am I here? How did I come to be? Is there a purpose or meaning behind human existence?	4, 5A, 5B, 8A, 8B, 9A, 10, 14A, 14B, 25, 27, 44A
13) Do human beings have real choice as to their actions / behavior, or is such behavior predetermined as part of a much larger scheme?	11A, 11B
14) Is a reductionistic (breaking big unmanageable problems into smaller more manageable ones) or wholistic (holistic) approach the best path to acquiring knowledge?	3, 4, 5A, 6, 7A, 12, 13, 25, 27, 46A
15) Do I see the universe as orderly or chaotic? Where do I see beauty?	4, 5A, 5B, 6, 7A, 7B, 8B, 9B, 12, 18B
16) Should free inquiry be encouraged?	1B, 2B, 9A, 15, 20B, 30, 31, 34, 35A, 50A

Unit #1: Schedule

Week #	Day #	Worldview Theme(s)	Regular Class Period Assignment / Activities	textbook pages	Project Worldview files, *=from this file click on related files--note 1	Assignments Outside Class*
1	1		overview course intro to worldviews-1, take self test group 1 intro to worldviews-2, take self test group 2 intro to worldviews-3 take self test group 2 consider wvs of Einstein, Lincoln, Franklin; read quotes re: diamond worldviews	1-15, 20 part III as needed 16	WLEcoursesyllabus.pdf WLEspecialactivities.pdf selftestwvintro1.htm selftestwvintro2.htm selftestwvintro3.htm einstein.htm lincoln.htm franklin.htm ◆ WV THEMES file (diamondwv.htm)	overview unit, read unifying theme, quotes, consider worldview development questions
	2	1A, 1B	read, take self test, surf web, assess comp	24-25, part III as needed	wvtheme1.htm* (see note 1 below) studentinternetactivity.pdf	Start Student Internet Activity-unit #1 theme
	3	2A, 2B	read, take self test, surf web, assess comp	26-27, part III as needed	wvtheme2.htm* (see note 1 below)	
	4	5A, 5B	read, take self test, surf web, assess comp	32-33, part III as needed	wvtheme5.htm* (see note 1 below)	
	5	6	read, take self test, surf web, assess comp	34-35, part III as needed	wvtheme6.htm* (see note 1 below)	Finish Student Internet Activity-unit #1 theme
2	1	7A, 7B	read, take self test, surf web, assess comp	36-37, part III as needed	wvtheme7.htm* (see note 1 below)	
	2	8A, 8B	read, take self test, surf web, assess comp	38-39, part III as needed	wvtheme8.htm* (see note 1 below) studentinternetactivity.pdf	Start Student Internet Activity-unit #1 theme
	3	9A, 9B	read, take self test, surf web, assess comp	40-41, part III as needed	wvtheme9.htm* (see note 1 below)	
	4	10	read, take self test, surf web, assess comp	42-43, part III as needed	wvtheme10.htm* (see note 1 below)	
	5	11A, 11B	read, take self test, surf web, assess comp	44-45, part III as needed	wvtheme11.htm* (see note 1 below)	Finish Student Internet Activity-unit #1 theme
3	1	12	read, take self test, surf web, assess comp	46-47, part III as needed	wvtheme12.htm* (see note 1 below)	
	2	13	read, take self test, surf web, assess comp	48-49, part III as needed	wvtheme13.htm* (see note 1 below) studentinternetactivity.pdf	Start Student Internet Activity-unit #1 theme
	3	15	read, take self test, surf web, assess comp	52-53, part III as needed	wvtheme15.htm* (see note 1 below)	
	4	30	read, take self test, surf web, assess comp	82-83, part III as needed 14, 16 review as needed	wvtheme30.htm* (see note 1 below) ◆ WV THEMES file (diamondwv.htm)	Finish Student Internet Activity-unit #1 theme review w/"Your Worldview" map, development questions
	5		take unit exam #1		WLEtestpacket.pdf	

notes: 1) Use "The Five Step Method for Investigating Worldview Themes" on page 8 of *The Worldview Literacy Book* spending time with "Related Words," "Self Test," "Brief Questionnaire," "More to Explore" files and using links accessed from wvtheme files (marked w/ *) 2)"assess comp" means assess the compatibility of your worldview with this worldview theme by taking the quiz and recording scores on a "Worldview Scorecard,"

Unit #2: Heart ♥ **WORLDVIEW THEMES: INDIVIDUAL <--> INDIVIDUAL** (loosely as “feeling”)

Worldview themes associated with the heart symbol involve an individual’s interaction with another individual (or with himself or herself) with respect to the underlying driving motivation and the extent to which thinking, feeling, and doing--and behaviors associated with these--are under control.

#3 FOCUSED VISION	
#14A MORALISTIC GOD	#14B REINCARNATION
#16 THE GOLDEN RULE, VILLAGE ETHIC OF MUTUAL HELP	
#17A BITTERNESS & VENGEANCE	#17B GRATITUDE & FORGIVENESS
#18A PASSIONATELY IMPULSIVE	#18B DISPASSIONATE
#28A HEDONISTIC ORIENTATION	#28B HEALTHY ORIENTATION
#29A THE SELF-RESTRAINED PERSON	#29B THE THREATENING PERSON
#32 VALUING HUMAN RIGHTS	
#33A SERVITUDE	#33B ADDICTION
#38 VALUING FAMILY	
#39A TOUGH LOVE	#39B SCAPEGOATING
#41 STRUGGLING WITH A BASIC NEED: SELF ESTEEM	
#52 INDEPENDENT LIVING FOR THE SICK OR DISABLED	

Worldview Development Questions:

Related Worldview Theme #s:

17) What is it like to be me? Am I too focused on me and on my immediate concerns? Do I pay more attention to lower level details rather than to higher level relationships or goals?	3, 4, 41
18) Extending my perspective to consider my own death (and human mortality in general), what happens after death?	4, 5A, 5B, 7A, 13, 14A, 14B
19) To what extent should my behavior be guided by religious beliefs of what happens to people after their death?	5A, 5B, 7A, 8A, 9A, 9B, 10, 14A, 14B, 16, 28A, 29A, 44A
20) How should I treat other individuals? Helpful or Hurtful? Forgiving or Blaming? Accepting or Threatening?	1A, 16, 17A, 17B, 21B, 29B, 36A, 39B
21) To what extent should what I do (my behavior) be based on my head (reason) or my heart (feelings)?	15, 17A, 17B, 18A, 18B, 29A, 29B
22) When and why should I restrain my own behavior?	9A, 14A, 23B, 28B, 29A, 34, 38, 42, 44A, 45B, 47B
23) Why is some individual freedom limited? Is this right?	15, 24, 32, 33A, 33B, 45A, 50A, 52
24) What makes a good family? How should I treat my family?	3, 34, 38, 39A
25) Can I accept and love both myself and other people close to me? In the "dance between separateness and unity" which do I value more: my own accomplishment and ability to function as an independent individual, or the growth and feeling of wholeness I experience in my relationship with a significant other?	16, 17B, 38, 39A, 41
26) All people need a sense of hope, self-respect and self determination, right? Can I empathize with people who are different, perhaps handicapped in a way that I am not?	16, 21B, 24, 33A, 33B, 41, 52

Unit #2: Schedule

Week #	Day #	Worldview Theme(s)	Regular Class Period Assignment / Activities	textbook pages	Project Worldview files	Assignments Outside Class*
1	1		overview unit, read unifying theme, quotes consider worldview development questions	17	♥ WV THEMES file (heartwv.htm)	
	2	3	read, take self test, surf web, assess comp	28-29, part III as needed	wvtheme3.htm* (see note 1 below) studentinternetactivity.pdf	Start Student Internet Activity-unit #2 theme
	3	14A, 14B	read, take self test, surf web, assess comp	50-51, part III as needed	wvtheme14.htm* (see note 1 below)	
	4	16	read, take self test, surf web, assess comp	54-55, part III as needed	wvtheme16.htm* (see note 1 below)	
	5	17A, 17B	read, take self test, surf web, assess comp	56-57, part III as needed	wvtheme17.htm* (see note 1 below)	Finish Student Internet Activity-unit #2 theme
2	1	18A, 18B	read, take self test, surf web, assess comp	58-59, part III as needed	wvtheme18.htm* (see note 1 below)	
	2	28A, 28B	read, take self test, surf web, assess comp	78-79, part III as needed	wvtheme28.htm* (see note 1 below) studentinternetactivity.pdf	Start Student Internet Activity-unit #2 theme
	3	29A, 29B	read, take self test, surf web, assess comp	80-81, part III as needed	wvtheme29.htm* (see note 1 below)	
	4	32	read, take self test, surf web, assess comp	86-87, part III as needed	wvtheme32.htm* (see note 1 below)	
	5	33A, 33B	read, take self test, surf web, assess comp	88-89, part III as needed	wvtheme33.htm* (see note 1 below)	Finish Student Internet Activity-unit #2 theme
3	1	38	read, take self test, surf web, assess comp	98-99, part III as needed	wvtheme38.htm* (see note 1 below)	
	2	39A, 39B	read, take self test, surf web, assess comp	100-101, part III as needed	wvtheme39.htm* (see note 1 below) studentinternetactivity.pdf	Start Student Internet Activity-unit #2 theme
	3	41	read, take self test, surf web, assess comp	104-105, part III as needed	wvtheme41.htm* (see note 1 below)	
	4	52	read, take self test, surf web, assess comp	126-127, part III as needed 14, 17 review as needed	wvtheme52.htm* (see note 1 below) ♥ WV THEMES file (heartwv.htm)	Finish Student Internet Activity-unit #2 theme review w/"Your Worldview" map, development questions
	5		take unit exam #2		WLEtestpacket.pdf	

notes: 1) "The Five Step Method for Investigating Worldview Themes" on page 8 of *The Worldview Literacy Book* includes spending time with "Related Words," "Self Test," "Brief Questionnaire" and "More to Explore" files and links accessed from the wvtheme files (marked w/ * above). 2) "assess comp" means assess the compatibility of your worldview with this particular worldview theme by taking the quiz, and then recording your scores on a "Worldview Scorecard," 3) "WV---->cards trans, making cards" refers to transferring scores from your "Worldview Scorecard" to a "Your Worldview to Deck of Cards Translation Sheet," and following directions in "Using the Worldview Kit" to produce thirteen custom cards for this suit (category) of hearts. 4) during student internet activity exercises. note *The Worldview Theme Song Book* (subtitled *Exploring the Feelings Behind Worldviews*) will be especially valuable for considering this unit's themes as they tend to involve "feelings" to a somewhat greater extent.

Unit #3: Club ♣ **WORLDVIEW THEMES: INDIVIDUAL <--> GROUP** (loosely as “joining”)

Worldview themes associated with the club symbol involve an individual’s relationship to groups of other individuals -- including the whole society he or she is part of -- and participation in activities (including earning a livelihood) associated with these groups.

#19 CAPITALISM (this bigger theme is composed of two themes: #19A ECONOMIC INDIVIDUALISM /#19B CORPORATE CAPITALISM)	← in version 3.0
#20A ELITISM	#20B AUTHORITARIANISM
#21A POPULISM	#21B SERVICE TO OTHERS
#31 EDUCATION FOR DEMOCRACY	
#34 VALUING TRADITIONS & TRADITIONAL GENDER ROLES	
#35A SELF RELIANT NONCONFORMITY	#35B WORKING FOR CHANGE
#36A CYNICISM	#36B CONSPIRACISM
#37A PROUD IDENTIFICATION	#37B GLOBAL CITIZEN
#42 ETHICAL ORIENTATION	
#43 SEEKING WEALTH AND POWER	
#48 THE CO-OPERATIVE, DECENTRALIZED SOCIETY ADVOCATE	
#49A SOCIAL WELFARE STATISM	#49B SOCIALISM
#50A LIBERTARIAN	#50B LEFT ANARCHIST

Worldview Development Questions:	Related Worldview Theme #s:
27) What economic system is best? Do I prefer the competition of pure capitalism or an economic system based on co-operation?	19, 21A, 48, 49A, 49B, 50A, 50B
28) As I participate in society, do I trust and identify with common people or the elite?	20A, 20B, 21A, 21B, 36B
29) On what basis should people be governed? Can democracy work?	9A, 20B, 30, 31, 32, 46B, 49B, 50A, 50B
30) Should I value and fit into society as it is or work to change it?	9A, 21B, 34, 35A, 35B, 46A, 47A
31) What is human nature? Do I have a positive or negative view of it?	14A, 16, 21A, 21B, 29A, 29B, 36A, 36B, 39B, 42
32) Where do I belong? Do I feel allegiance to a particular group? If so, to whom? Who are these people?	27, 35A, 37A, 37B, 38, 39B, 46B
33) What is the purpose of education, and how can that purpose be best achieved?	30, 31
34) What should ethics and morality ultimately be based on? Can I accept ethical decision-making that equally values all human beings as global citizens?	6, 8B, 9A, 13, 14A, 16, 22B, 23A, 25, 29A, 32, 34, 37A, 37B, 38, 42, 44A, 45B, 51
35) How should I live? Should I be self-centered and look out for me, or be other-oriented and promote the common good?	3, 4, 14A, 16, 19, 21B, 23B, 25, 26B, 29A, 29B, 32, 34, 38, 42, 43, 44A, 49B, 50A
36) What makes a good society? Should society be organized in a community-based, decentralized way which values appropriate technology and the principle of subsidiarity?	22A, 22B, 34, 38, 46A, 48, 49A, 50B, 51
37) To what extent should governments interfere in the economy and in people's lives?	19, 20B, 22A, 22B, 26A, 40, 43, 49A, 50A, 50B, 51

Unit #3: Schedule

Week #	Day #	Worldview Theme(s)	Regular Class Period Assignment / Activities	textbook pages	Project Worldview files	Assignments Outside Class*
1	1		overview unit, read unifying theme, quotes consider worldview development questions	18	♣ WV THEMES file (clubwv.htm)	
	2	19	read, take self test, surf web, assess comp	60-61, part III as needed	wvtheme19.htm* (see note 1 below) studentinternetactivity.pdf	Start Student Internet Activity-unit #3 theme
	3	20A, 20B	read, take self test, surf web, assess comp	62-63, part III as needed	wvtheme20.htm* (see note 1 below)	
	4	21A, 21B	read, take self test, surf web, assess comp	64-65, part III as needed	wvtheme21.htm* (see note 1 below)	
	5	31	read, take self test, surf web, assess comp	84-85, part III as needed	wvtheme31.htm* (see note 1 below)	Finish Student Internet Activity-unit #3 theme
2	1	34	read, take self test, surf web, assess comp	90-91, part III as needed	wvtheme34.htm* (see note 1 below)	
	2	35A, 35B	read, take self test, surf web, assess comp	92-93, part III as needed	wvtheme35.htm* (see note 1 below) studentinternetactivity.pdf	Start Student Internet Activity-unit #3 theme
	3	36A, 36B	read, take self test, surf web, assess comp	94-95, part III as needed	wvtheme36.htm* (see note 1 below)	
	4	37A, 37B	read, take self test, surf web, assess comp	96-97, part III as needed	wvtheme37.htm* (see note 1 below)	
	5	42	read, take self test, surf web, assess comp	106-107, part III as needed	wvtheme42.htm* (see note 1 below)	Finish Student Internet Activity-unit #3 theme
3	1	43	read, take self test, surf web, assess comp	108-109, part III as needed	wvtheme43.htm* (see note 1 below)	
	2	48	read, take self test, surf web, assess comp	118-119, part III as needed	wvtheme48.htm* (see note 1 below) studentinternetactivity.pdf	Start Student Internet Activity-unit #3 theme
	3	49A, 49B	read, take self test, surf web, assess comp	120-121, part III as needed	wvtheme49.htm* (see note 1 below)	
	4	50A, 50B	read, take self test, surf web, assess comp	122-123, part III as needed 14, 18 review as needed	wvtheme50.htm* (see note 1 below) ♣ WV THEMES file (clubwv.htm)	Finish Student Internet Activity-unit #3 theme review w/"Your Worldview" map, development questions
	5		take unit exam #3		WLEtestpacket.pdf	

notes: 1) "The Five Step Method for Investigating Worldview Themes" on page 8 of *The Worldview Literacy Book* includes spending time with "Related Words," "Self Test," "Brief Questionnaire" and "More to Explore" files and links accessed from the wvtheme files (marked w/ * above) 2)"assess comp" means assess the compatibility of your worldview with this particular worldview theme by taking the quiz, and then recording your scores on a "Worldview Scorecard,"

Unit #4: Spade ♠ **WORLDVIEW THEMES: INDIVIDUAL <--> NATURE** (loosely as “doing”)

Worldview themes associated with the spade symbol involve an individual’s relationship to the natural world and how his or her support of, or participation in, activities (including daily lifestyle, earning a livelihood, etc.) impact nature.

#4 GLOBAL VISION: THE BIG PICTURE	
#22A EXPANSIONISM	#22B IMPERIALISM
#23A SUSTAINABILITY	#23B ENOUGHNESS
#24 STRUGGLING WITH A BASIC NEED: SUSTENANCE	
#25 ANTHROPOCENTRISM	
#26A THE CONSUMERIST	#26B THE MORE IS BETTER MENTALITY
#27 BELONGING TO NATURE	
#40 ENVIRONMENTAL ECONOMICS	
#44A SANCTITY & DIGNITY OF LIFE	#44B ANIMAL RIGHTS
#45A BORROWING MENTALITY	#45B WORK HARD, PAY AS YOU GO APPROACH
#46A THE TECHNOLOGICAL FIX MENTALITY	#46B MILITARISM
#47A THE ATTITUDINAL FIX MENTALITY	#47B PACIFISM
#51 ETHICAL GLOBALIZATION	

Worldview Development Questions:	Related Worldview Theme #s:
38) Can I get beyond an egocentric perspective? Can I fit my experience, and the human experience in general, into the much larger content of space and time?	3, 4, 10
39) Which is more important, short-term economic growth or long term efforts to build a sustainable economy?	19, 22A, 23A, 40
40) Should powerful nations or multinational corporations be allowed to extend their power and influence over poor nations or powerless people?	22B, 24
41) To what extent do I empathize with those engaged in a struggle to provide life's basic necessities?	16, 21B, 24, 39A
42) Should human beings act as if they belong to nature or have mastery over it?	22A, 23A, 25, 27
43) Which do I value: freedom to consume or freedom to limit consumption?	16, 22A, 23A, 23B, 25, 26A, 26B, 27, 29A, 42, 43, 45
44) What obligations do people have to protect the natural environment? How can the market economy be reworked to value environmental health?	22A, 23A, 25, 27, 40, 49A
45) To what extent should an effort be made to limit the human population?	22A, 23A, 24, 25, 27, 42, 44A
46) To what extent do I believe that life is sacred and should be protected?	5B, 42, 44A, 44B
47) To what extent is debt--monetary, personal, or ecological--justifiable?	26A, 29A, 45A, 45B
48) Does technology typically improve the quality of life? Should its use be limited--if so, how? Do I prefer technological fixes or attitudinal fixes?	13, 24, 40, 42, 46A, 47A
49) In resisting evil, is my approach more militarist or more pacifist?	17A, 17B, 29B, 39B, 46A, 46B, 47A, 47B
50) Does globalization need an ethical dimension?	22A, 22B, 24, 32, 37B, 40, 42, 43, 50A, 50B, 51

Unit #4: Schedule

Week #	Day #	Worldview Theme(s)	Regular Class Period Assignment / Activities	textbook pages	Project Worldview files	Assignments Outside Class*
1	1		overview unit, read unifying theme, quotes, wv developmt questions	19	♠ WV THEMES file (spadewv.htm)	
	2	4	read, take self test, surf web, assess comp	30-31, part III as needed	wvtheme4.htm* (see note 1 below) studentinternetactivity.pdf	Start Student InternetActivity - unit #4 theme
	3	22A, 22B	read, take self test, surf web, assess comp	66-67, part III as needed	wvtheme22.htm* (see note 1 below)	
	4	23A, 23B	read, take self test, surf web, assess comp	68-69, part III as needed	wvtheme23.htm* (see note 1 below)	
	5	24	read, take self test, surf web, assess comp	70-71, part III as needed	wvtheme24.htm* (see note 1 below)	Finish Student Internet Activity - unit #4 theme
2	1	25	read, take self test, surf web, assess comp	72-73, part III as needed	wvtheme25.htm* (see note 1 below)	
	2	26A, 26B	read, take self test, surf web, assess comp	74-75, part III as needed	wvtheme26.htm* (see note 1 below) studentinternetactivity.pdf	Start Student InternetActivity - unit #4 theme
	3	27	read, take self test, surf web, assess comp	76-77, part III as needed	wvtheme27.htm* (see note 1 below)	
	4	40	read, take self test, surf web, assess comp	102-103, part III as needed	wvtheme40.htm* (see note 1 below)	
	5	44A, 44B	read, take self test, surf web, assess comp	110-111, part III as needed	wvtheme44.htm* (see note 1 below)	Finish Student Internet Activity - unit #4 theme
3	1	45A, 45B	read, take self test, surf web, assess comp	112-113, part III as needed	wvtheme45.htm* (see note 1 below)	
	2	46A, 46B	read, take self test, surf web, assess comp	114-115, part III as needed	studentinternetactivity.pdf wvtheme46.htm* (see note 1 below)	Start Student Internet Activity -unit #4 theme
	3	47A, 47B	read, take self test, surf web, assess comp	116-117, part III as needed	wvtheme47.htm* (see note 1 below)	
	4	51	read, take self test, surf web, assess comp	124-125, part III as needed 14, 19 review as needed	wvtheme51.htm* (see note 1 below) ♠ WV THEMES file (spadewv.htm)	Finish Student Internet Activity - unit #4 theme review w/"Your Worldview" map, development questions
	5		take unit exam #4		WLEtestpacket.pdf	

notes: 1) "The Five Step Method for Investigating Worldview Themes" on page 8 of *The Worldview Literacy Book* includes spending time with "Related Words," "Self Test," "Brief Questionnaire," "More to Explore" files/links accessed from the wvtheme files (marked w/* above); 2)"assess comp" means assess compatibility of your worldview with this theme by taking the quiz, recording your scores on a "Worldview Scorecard" .

Unit #5—*The Worldview Theme Song Book* / Table of Contents

Part I	Worldviews, Neurons, Music, Muses	pages
Overview	The Goal: Happiness and Self Actualization	1
section A	Introduction	2
section B	Your Brain: Concepts and Thinking	6
section C	Your Brain: Songs, Rewards and Feelings	10
section D	Your Brain: Social Behavior and Joining	13
section E	Your Brain: Reflexive and Reflective Doing	16
section F	Your Brain: When Muses Lived Inside!	19

Part II **Worldview Themes and Songs**

There are eighty-one worldview themes and new songs.
Each has its own page, containing the following:

20 — 100

a paragraph summarizing the theme with words
a new song, with notations → notes that promote understanding
name / info about the original song upon which the new one is based
comments related to associated emotional armor / baggage / coping issues
relative thinking / feeling / joining / doing contributions → TFJD code
an emotional volatility index VI
a link to the www.projectworldview.org theme page for lots more info

Part III **Music, Emotional Volatility, Memes, Oracles, Strange Events**

section A	More on Worldviews, Emotions, Music	101
section B	Emotional Volatility, Creativity and the Reality Marketplace	104
section C	Toward a Memetic Code or Something More Immediately Useful	107
section D	The TFJD Oracle: An Oracle for the 21 st Century	111
section E	Strange Events That Shake Worldviews—Two Stories Involving Music & Love	114

Unit #5: Schedule

Week #	Day #	Songs and review for Worldview Theme(s)	Regular Class Period Assignment / Activities	textbook pages in <i>WV Theme SongBook</i>	<i>Project Worldview</i> files	Assignments Outside Class*
1	1		read, take self test	front & back covers, part I sections A, B pages 1 -- 9	selftest53.htm	
	2		read, take self test	part I sections C, D, E pages 10 -- 19	selftest54.htm studentinternetaactivity.pdf	Start Student Internet Activity-unit #1 theme
	3	1A--6	read, take self test	part II pages 20 --28	selftest55.htm	
	4	7A--11B	read, take self test	part II pages 29 --37	selftest56.htm	
	5	12-18A	read, take self test	part II pages 38 --46	selftest57.htm	Finish Student Internet Activity-unit #1 theme
2	1	18B-22B	read, take self test	part II pages 47 --55	selftest58.htm	
	2	23A-28B	read, take self test	part II pages 56 --64	selftest59.htm studentinternetaactivity.pdf	Start Student Internet Activity-unit #2 theme
	3	29A-35A	read, take self test	part II pages 65 --73	selftest60.htm	
	4	35B-40	read, take self test	part II pages 74 --82	selftest61.htm	
	5	41-46B	read, take self test	part II pages 83 --91	selftest62.htm	Finish Student Internet Activity-unit #1 theme
3	1	47A-52	read, take self test	part II pages 92 --100	selftest63.htm	
	2		read, take self test	part III pages 101 --110	selftest64.htm studentinternetaactivity.pdf	Start Student Internet Activity-unit #3 theme
	3		read, take self test	part III pages 111 --117	selftest65.htm	Start / optional three page paper: What I've Learned About Myself
	4		Use the TFJD Oracle review for final exam	Page 113 and review		Finish Student Internet Activity-unit #1 theme
	5		Take final exam		WLEtestpacket.pdf	
4	1		WV---->cards trans, making cards	<i>WV Literacy Book:</i> 197-198	wvtocardstranslation.pdf customcards.htm	
	2		Finish making cards, start play of Worldview Explorer Game	<i>WV Literacy Book:</i> 21, 193	WVExplorerCardGame.pdf studentinternetaactivity.pdf	Start Student Internet Activity-unit #4 theme
	3		Finish playing Worldview Explorer Game	<i>WV Literacy Book:</i> 21, 193	WVExplorerCardGame.pdf	
	4		run the Worldview Analysis program	<i>WV Literacy Book:</i> 194-196	WVAnalysis.htm WVAssessmentResults.pdf	Finish Student Internet Activity-unit #4 theme
	5		interpret Worldview Analysis results	<i>WV Literacy Book:</i> 199-200, 22-23	WVAssessmentResults.pdf Traditionsandwvthemes.pdf	Finish / optional three page paper: What I've Learned About Myself

notes: 1))"WV ---->cards trans, making cards" refers to transferring scores from the "Worldview Scorecard" to a "Your Worldview to Deck of Cards Translation Sheet," using directions in "Using the Worldview Kit" on pp 20-21 of *The Worldview Literacy Book* to make 52 custom cards for all four suits and make two "Joker" cards