This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.
**Unit Name** | Understanding Humanness  
---|---  
**Unit Code** | SO302  
**Award** | Bachelor of Social Science  
| Bachelor of Social Science (Counselling)  
**Credit Points** | 10  
**Core/Elective** | Core  
**Pre/co-requisites** | SO101 Introduction to Sociology  
| CS200 Christianity and Worldviews  
| 40 credit points of advanced Social Science units  
**Modes** | Intensive  
**Delivery/Contact hrs** | Intensive contact hours  
| 40 hours  
| Reading, study and preparation for intensive  
| 40 hours  
| Assignment preparation  
| 50 hours  
| TOTAL  
| 130 hours  
**Teaching Staff** | Charles Ringma  
**Unit Rationale** | A thorough understanding of humanness must be a fundamental aspect of any consideration of human behaviour and society for those planning to work intensively with people. Yet there is considerable disagreement in the academic community about what it is that constitutes our humanness.  

The decline of the dominance of the naturalistic paradigm in the post-modern era has also opened up the possibility for the examination and exploration of other non-material dimensions of humanness. There is a considerable renewal of interest in the concept of the soul, and in the spiritual dimensions of human experience. Debate has also been reinvigorated regarding non-rational ways of knowing, such as intuition and inspiration.  

This unit is designed therefore to help students be aware of a breadth of psychological, sociological and theological perspectives regarding humanness and how these are relevant to their future work as social science practitioners.  

**Learning Outcomes:**  
On completion of this unit students will have provided evidence that they have:  

1. Understood the various ways the human being has been described philosophically, spiritually, psychologically, sociologically, ethically and culturally throughout history;  
2. Considered biblical, theological and ethical perspectives regarding the human being;  
3. Identified the diverse dimensions of being human: thinker, contemplative, creator, worker, lover, friend, family member;  
4. Reflected upon the theological vision of the human being in relationships, in responsibility, in creativity, in ethical commitments and in social engagement;  
5. Recognised the interpretive dimensions in understanding the human being;  
6. Written at an appropriate tertiary standard with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation.
### Content:

<table>
<thead>
<tr>
<th>No.</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
</tr>
<tr>
<td>2</td>
<td>Contemporary debates – the person as interpretation</td>
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<tr>
<td>3</td>
<td>Contemporary debates – the person as person</td>
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<tr>
<td>4</td>
<td>Biblical and theological exploration – the person in God’s image</td>
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<td>5</td>
<td>Theological and ethical exploration – the person before God</td>
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<tr>
<td>6</td>
<td>Theological and ethical exploration – the person in community</td>
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<tr>
<td>7</td>
<td>Theological and ethical exploration – the person in the world</td>
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<tr>
<td>8</td>
<td>A theological critique of some psychological and sociological perspectives on the human being – the person redefined</td>
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<td>9</td>
<td>A theology of gender</td>
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<tr>
<td>10</td>
<td>The human being as contemplative</td>
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<td>11</td>
<td>The human being as ethical agent</td>
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<td>12</td>
<td>The human being as worker</td>
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<tr>
<td>13</td>
<td>The human being in eschatological perspective</td>
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</tbody>
</table>

### Set Text Requirements:


### Recommended Readings:

Assessment:

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Topic/s</th>
<th>Learning Outcomes assessed</th>
<th>Week Due</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>Reading Summaries and Formulation of Key Questions</td>
<td>Students will be allocated into groups of 2 or 3 in which they will summarise daily readings distributed during the intensive and formulate key questions for reflection. This will be presented as a single group paper.</td>
<td>1-6</td>
<td>Two weeks after final day of the intensive</td>
<td>30%</td>
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<tr>
<td>1500 words</td>
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<tr>
<td>Reflective Essay</td>
<td>Describe and reflect on your journey to become a person of maturity and wholeness with clear reference to key themes of the unit.</td>
<td>1-6</td>
<td>Week 11</td>
<td>30%</td>
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<tr>
<td>1500 words</td>
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<tr>
<td>Scholarly Paper</td>
<td>Examine, synthesize and analyse a broad range of academic sources concerning one key dimension of humanness discussed in this unit.</td>
<td>1-6</td>
<td>Week 14</td>
<td>40%</td>
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<tr>
<td>2000 words</td>
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