



CHRISTIAN HERITAGE COLLEGE

SO651

**TRANSFORMATIVE SOCIAL ENGAGEMENT AND
CHRISTIAN WORLDVIEW**

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 code	SO651
Unit name	Transformative Social Engagement and Christian Worldview
Associated higher education awards	Master of Social Science Leadership
Duration	One semester
Level	Advanced
Core/Elective	Core
Weighting	Unit credit points: 10 Course credit points: 120
Student workload	<p><i>Face-to-face on site</i></p> <p>Contact hours 39 hours Reading, study, and preparation 59 hours Assignment preparation 52 hours TOTAL 150 hours</p> <p><i>External</i></p> <p>Engagement with study materials 90 hours Assignment preparation 60 hours TOTAL 150 hours</p> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>
Delivery mode	Face-to-face on site External
Prerequisites/ Corequisites/ Restrictions	Nil
Rationale	<p>Effective social sciences practitioners and leaders are expected to possess strong and well-integrated philosophical, theoretical, theological and practical foundations related to their various areas of practice. Practitioners working in the social sciences should also understand the theological and Christian worldview principles on which a biblically faithful approach to practice is grounded.</p> <p>This unit serves to develop students as theologically reflective practitioners by drawing connections between theology and practice – particularly as regards the Christian imperative to live out one’s faith in action with a commitment to an ethic of love and social justice. It will utilise understandings of current community experiences and trends to help students integrate community development practices and principles, empowering them to respond to contemporary social needs in a diverse range of social sciences contexts.</p>
Prescribed text(s)	<p>Andrews, D. (1998). <i>Building a better world: Developing communities of hope in troubled times</i>. New York, NY: Crossroad.</p> <p>Westoby, P., & Dowling, G. (2013). <i>Theory and practice of dialogical community development: International perspectives</i>. London, UK: Routledge.</p>

<p>Recommended readings</p>	<p>Books</p> <p>Barringham, N. (2003). <i>Structuring without strangling: The story of the community initiatives resource association 1993-2003 – An experiment in doing more with less</i>. Brisbane, QLD, Australia: The Waiters Union.</p> <p>Beilharz, L. (2002). <i>Building community: The shared action experience</i>. Bendigo, VIC, Australia: Solution Press.</p> <p>Butcher, H., Banks, S., Henderson, P., & Robertson, J. (2007). <i>Critical community practice</i>. Bristol, UK: Policy Press.</p> <p>Green, G., & Haines, A. (2007). <i>Asset building and community development</i>. London, UK: Sage.</p> <p>Guijt, I., & Shah, M. K. (Eds.). (1998). The myth of community: Gender issues in participatory development. <i>Intermediate Technology Publications</i>.</p> <p>Kelly, K., & Caputo, T. (2011). <i>Community: A contemporary analysis of policies, programs, and practices</i>. Canada: University of Toronto.</p> <p>Ingamells, A., Lathouras, A. Wiseman, R., Westoby, P., & Caniglia, F. (Eds.). (2010). <i>Community development practice: Stories, method and meaning</i>. Common Ground.</p> <p>Kenny, S. (2011). <i>Developing communities for the future</i> (4th ed.). Melbourne, VIC, Australia: Thomson.</p> <p>Ledwith, M. (2011). <i>Community development: A critical approach</i> (2nd ed.). Bristol, UK: Policy Press.</p> <p>McKibben, B. (2005). <i>The comforting whirlwind: God, Job, and the scale of creation</i>. Cambridge, MA: Cowley.</p> <p>Pawar, M. (2010). <i>Community development in Asia and the Pacific</i>. New York, NY: Routledge.</p> <p>Phillips, R., & Pittman, R. (2009). <i>An introduction to community development</i>. New York, NY: Routledge.</p> <p>Tesoriero, F. (2010). <i>Community development: Community-based alternatives in an age of globalisation</i> (4th ed.). Frenchs Forest, NSW: Pearson Australia.</p> <p>Wheatley, M., & Frieze, D. (2011). <i>Walk out walk on: A learning journey into communities daring to live the future now</i>. San Francisco, CA: Berrett-Koehler.</p> <p>Journals and Reports</p> <p><i>Community Development Journal</i></p> <p><i>Journal of Community Practice</i></p> <p>United Nations Development Programme. (2014). <i>Human Development Report 2014: Sustaining human progress: Reducing vulnerabilities and building resilience</i>. New York, NY: UNDP.</p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).</p> <p>These and other translations may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<p>Specialist resource requirements</p>	<p>Nil</p>

Content	<ol style="list-style-type: none"> 1. A unified differentiated framework for social engagement 2. Integrated social engagement and appreciative inquiry 3. Social engagement at the implicate level: philosophy, spirituality and practicality 4. Social engagement at the <i>micro</i> level: theory, approaches and skills 5. Social engagement at the <i>mezzo</i> level: theory, approaches and skills 6. Social engagement at the <i>macro</i> level: theory, approaches and skills 7. Social engagement at the <i>meta</i> level: theory, approaches and skills
Learning outcomes	<p>On completion of this unit, students will have demonstrated that they have:</p> <ol style="list-style-type: none"> 1. analysed contemporary understandings of and trends in social engagement; 2. critically reflected on personal strengths, struggles and challenges relating to social engagement; 3. applied relevant theory and skills related to different levels of effective social engagement; 4. integrated knowledge and skills related to different levels of social engagement into their developing professional framework; 5. critically reflected on the relationship between social engagement theory and practice and Christian worldview; and 6. communicated at an appropriate tertiary standard with special attention to correct grammars, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing, and presentation.
Assessment tasks	<p>Task 1: Literature Review and Critique</p> <p>Present a literature review relating to theory and practice of social engagement which is of direct relevance to your current or future field of practice.</p> <p>Word Length/Duration: 2,500 words Weighting: 40% Learning Outcomes 1-3, 5, 6 Assessed: Week 6</p> <p>Task 2: A Profile and Response</p> <p>Develop a social profile based on careful research of a specific organisation, group, community or individual that you are involved with as part of your applied social science practice, and develop a response for transformatively and constructively engaging with this organisation, group or individual through careful application of the theory and skills discussed in this unit.</p> <p>Word Length/Duration: 3,500 words Weighting: 60% Learning Outcomes: 1-6 Assessed: Week 13</p>
Unit summary	<p>This unit provides students with an in-depth exploration and critique of the principles, concepts and practices that contribute to community engagement. It grounds students in essential theory and skills as they relate to different levels of community engagement including a Christian worldview.</p>