

THE HOLY IN THE COMMON: MY COURSE-PROJECT:

For your course-project, select preferably one perspective from each quadrant. Your exploration may be deductive (working with the four perspectives that most interest you) or inductive (starting with a life-situation that is currently grabbing you). Shape your own questions as you proceed, but here are some guideline questions: (1) In this person-group-situation, where do you find the four-fold convergence of your chosen perspectives? (2) There, how is the Holy expressed nonverbally? verbally? (3) In your opinion, what Christian witness should occur there nonverbally? verbally? (4) How does Scripture illumine the situation (with what images, categories, processes)? (5) In not more than one hundred words, state what you see God as trying to do in the situation. (6) Does religion, if present in the situation, help or hinder in this working of God? (7) Can the religion present be re-shaped so as to be better the servant of God and man in the situation?

FEELINGS

- awe (fear, fascination, mystery, immanence, high, unconfined, aspiration, guilt, shame)
- order (peace, health, wholeness, appropriateness [the fitting], adequacy, worthiness)
- love (trust, assurance, dependability, faith, devotion, loyalty, longing)
- oddness (the extraordinary, uniqueness, perfection, the startlingly unexpected)
- rage (desecration of the inviolate, lese majesty, pollution of the pure, frustration)
- pain (suffering in any of the four energy-systems: spiritual, psychic, mental, physic.)
- joy (ecstasy, play, celebration, festivity)

VALUES

- the right (idol: legalism)
- pleasure (idol: hedonism, romanticism)
- the beautiful (idol: estheticism)
- the good (idol: moralism)
- the personal (idol: personism)
- the tru (idol: intellectualism)
- the salable (idol: commercialism, materialism)
- action (idol: actionism)
- the sacred (idols: the sacrosanct, clericalism [sacerdotalism])
- the antisacred (idols: "profanity," "obscenity," secularism, aggressive atheism)
- life (idols: vitalism, elanism, reverence for life)



LIFE-STYLES

- middle-class "forgotten"
- Birchite (boosterish, jingoist)
- black militant
- ethnocentric
- New Left (white revolutionary)
- hippie
- secular liberal
- protestant fundamentalist
- other:

ISSUES

- drugs
- welfare rights
- the military draft
- violence
- war-control
- conception-control
- "the New Federalism"
- "the War on Poverty"
- community organization, community control
- self-determination for minorities
- "the Generation Gap"
- "the separation of church and state"
- the biofuture (genetic revolution, etc.)
- the technofuture

- "the new leisure"
- the esofuture
- ecology as
- pollution control
- the ideal environment
- sexual equality
- the sociofuture:
- planning and freedom

USE MAXIMUM SOURCES: (1) your past experience (memory-reflection), (2) action-research (involvement incident to your project: field trips, conversations, etc.), (3) conversations with classmates whose projects are other than yours, (4) reading (newspapers, magazines, books: bibliography should include pages read in each book), (5) art (films, theater, museums, etc.).