

BOARD/AUTHORITY AUTHORIZED COURSE VERIFICATION PAGE

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|--|---|-----------------------|-----------------|
| Course Title | Biblical Studies 12 | Course Code * | YBIBL 12 |
| Instructional Hours | 120 | Course Credits | 4 |
| Prerequisites | None | | |
| Synopsis | <p>The aims of this course are: to provide students with a learning program which helps them to articulate and defend their Reformed Christian worldview in the light of God's Word; to give students opportunities to evaluate other worldviews according to Scripture; and to encourage students to confidently claim the Reformed Christian worldview as their own.</p> <p>In order to articulate and to defend a Reformed Christian worldview, the students will have to comprehend the definition of the term "worldview" as well as its characteristics. Every worldview must answer three essential questions: Who am I? What has gone wrong with the world? What can be done to fix it? Guided by this, the students will see how the Bible successfully answers these questions. Once students understand the basis of a Biblical worldview, they will analyze several other worldviews as they have developed over time, starting with the Renaissance and the Reformation moving up to the present.</p> <p>In the final units, the students will study different religions and trends in Christian theology providing them with the opportunity to evaluate how these religions and trends have been shaped and have shaped various worldviews. The history of the Reformed Churches, from 1834 to the present, will be reviewed so that the students become informed about the great effort to remain faithful to God's Word, and in turn appreciate the characteristics and the integrity of the Reformed Christian worldview over against all the others.</p> | | |
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| Derek Stoffels | | Date | |
| Authority Approval | | | |
| Authority Name (printed) | | Signature | |
| Canadian Reformed School Association | | Date | |
| Office of the Inspector of Independent Schools Approval (DO NOT SEND IN FOR APPROVAL – THE BAA COURSE PACKAGE WILL BE REVIEWED AND SIGNED DURING REGULAR INSPECTION/MONITORING VISIT) | | | |
| Representative's Name (printed) | | Signature | |
| | | Date | |

Rationale

A worldview is “the sum total of our beliefs about the world, the big picture that directs our daily decisions and actions” (Colson, p. 14). Everyone whether they are conscious of it or not has a worldview. As Christians, the basis of our worldview should be the sovereignty of God. We need to be aware, however, of how our worldview is affected by the world around us. Church, family, media, pop culture, and the education system all play a role in influencing and shaping our worldview. We need to strive constantly to keep our worldview in line with Scripture.

A Christian worldview is based on Truth as revealed in the Bible. The Bible is a narrative, whose hero is God, of his plan of redemption after man experienced the Fall into sin. The whole of history and reality is interpreted in the Bible in terms of the actions, the words and the promises of God. The Bible tells the story of the whole human race in terms of a particular story of one nation—that of Israel—and that of one person within that nation—Jesus of Nazareth. The Israelites were chosen to be the bearers of God’s purpose. To be His chosen people, to be the place where God is made known in history, is to be chosen for suffering, for agony, and for conflict. The history of Israel is a very long training of a people to understand the nature and purpose of God. (Newbigin, p. 5, 6)

The theme of the Israelite story is how God, through grace, continually drew His people back despite their repeated covenant unfaithfulness. Through studying this story, it is hoped the students will realize how God is the author of their story. God’s love, mercy and justice will be illustrated for them in the Israelite story, and the students will be assured that he will do the same for them. Our faithful God has made a covenant with believers, a New Covenant in Jesus Christ, and by examining the past students can learn what faithfulness is. Faith is a gift from God worked out in them by His Holy Spirit. Students read the story of the Israelites, and see themselves as characters in it. Their walk of faith, like Israel’s, involves many peaks and valleys, but the one constant is God, who said, “I Am Who I Am”.

The aim of our curriculum is to assist the students in the process of acquiring the knowledge necessary for them to respond positively to the call of the Lord, a response that they can only make if they are regenerated by the Holy Spirit. Through the Spirit, they are called to be prophets, priests and kings. As prophets, they are to acquire knowledge of Biblical facts and covenantal themes to glorify God by proclaiming His Name. As priests, they are to live in a sure knowledge of God’s sacrifice resulting in a life of thankfulness to God. As kings, they are to be equipped to fight against weakness, sin, and the Devil. They must learn how God has dealt with his people in the past, and what guidelines he has given for leading lives of obedience today. This knowledge, through God’s grace, is a tool that can deepen commitment and align belief with responsible action in their personal, social and political contexts.

We need to constantly struggle in this life against the devil, this world, and our own sinful nature. As Paul warns us in Ephesians, our battle is not against flesh and blood, but against the powers of the dark world and against the spiritual forces of evil in the heavenly realms. Other worldviews constantly attack us, both overtly and covertly. We need to understand why and how these worldviews challenge God and tempt us away from him. We will then be better able to resist the devil’s attacks and be more prepared to answer those who challenge the Truth.

Course Structure

| Unit | Title | Time |
|--------|--|---------|
| Unit 1 | Introduction to Worldviews <ul style="list-style-type: none"> • What is a Worldview? • Analyzing worldviews | 2 weeks |
| Unit 2 | What is a Biblical Worldview? (Christian Theism) <ul style="list-style-type: none"> • How does it relate to all spheres of life? | 2 weeks |
| Unit 3 | 16 th and 17 th Century “Isms” (Renaissance/ Enlightenment) <ul style="list-style-type: none"> • Deism • Naturalism • Modernism <ul style="list-style-type: none"> ○ rationalism ○ humanism ○ atheism ○ secularism | |
| Unit 4 | 18 th to 20 th Century “Isms” <ul style="list-style-type: none"> • A Christian Response to Naturalism <ul style="list-style-type: none"> ○ Evolution ○ Theistic Evolution ○ Pantheism • A Christian Response to Political Ideologies <ul style="list-style-type: none"> ○ Socialism ○ Marxism/Communism • A Christian Response to Postmodernism <ul style="list-style-type: none"> ○ Relativism ○ Individualism | 9 weeks |
| Unit 5 | Current Trends in Theology <ul style="list-style-type: none"> • Social Gospel • Liberation Theology • Ecumenism • Evangelicalism • Feminist Theology • Health/Wealth Gospel • Theonomy | 5 weeks |
| Unit 6 | Major Religions and Cults (B.C. Focus) <ul style="list-style-type: none"> • Islam/Muslim • Buddhism • Hinduism • Sikhism • New Age • Native Beliefs (Animism/Pantheism/Environmentalism) | 6 weeks |
| Unit 7 | Church History – Reformed churches (1834 to Present) | 8 weeks |
| | Total Hours | 120 |

Unit 1: What is a Worldview?

Unit Description

After defining what a worldview is and explaining how it affects every aspect of life, the students will be given guidelines as to how they can analyze and evaluate different worldviews. Students will recognize how a person's worldview is evident in a person's actions and responses and how their worldviews are shaped and influenced by the culture in which they live.

Prescribed Learning Outcomes (PLOs)

It is expected that students will be able to:

- Describe the characteristics of a worldview.
- Identify how a worldview is a guiding perspective in a person's life.
- Recognize how a person's worldview is evident in a person's actions and responses.
- Understand that all worldviews can be using three key questions: Who am I? What has gone wrong with the world? What can be done to fix it? (Creation, Fall, Redemption)
- Reflect on how their worldview is shaped and influenced by the culture in which they live.

Suggested learning activities

- Have the students outline their "basic" beliefs.
- Generate a list of synonyms for the term "worldview" so that the students fully appreciate what the term encompasses.
- Read the story of Anthony (p. 15, 16) from *The Transforming Vision: Shaping a Christian Worldview* by Walsh and Middleton. Have the students react to the following questions: Did Anthony do the right thing? How do you think his parents reacted?
- Have the students compose their own worldview using the questions: Who am I? Where am I? What's wrong? What is the remedy?
- Major Projects
 - Portfolios of Worldview Artifacts – For this project, students will collect artifact (approximately one per week) from popular culture/mass media which reflects the particular worldview we are currently studying. Each artifact will be accompanied by an explanation (1) of its source; (2) of how it reflects the worldview; and (3) a critical response. In addition, you will make a presentation to the class on one of your artifacts. This portfolio will encompass Units 1-5.
 - Board Game – Design a game based on at least two of the worldviews that were presented in this course.
- Create a Progress Log that will be ongoing development throughout the year where the students define and respond to each worldviews discussed in this course.

Unit 2: What is a Biblical Worldview? (Christian Theism)

Unit Description

The students will recognize that Scripture, as confessed in the Reformed Confessions, is the basis of a true Christian worldview. Using the key themes of Creation, Fall, and Redemption, the students will seek answers to the following three questions: Who am I? What has gone wrong with the world? What can be done to fix it? Through these

questions, the students will explore Christian discipleship as part of their covenant obligation which can only be expressed in faithful obedience to God.

Prescribed Learning Outcomes (PLOs)

It is expected that students will be able to:

- Understand that all worldviews can be using three key questions: Who am I? What has gone wrong with the world? What can be done to fix it? (Creation, Fall, Redemption)
- Recognize that Scripture, as confessed in the Three Forms of Unity, is the basis of a true Christian worldview.
- Identify the distinctive characteristics of a Reformed worldview.
- Reflect on how their worldview is shaped and influenced by the culture in which they live.
- Identify various guidelines required for shaping a Christian worldview
- Explore Christian discipleship as a covenant obligation which can only be completed in faithful obedience to God.

Suggested learning activities

- Read part 2 from *The Transforming Vision* by Brian J. Walsh and J. Richard Middleton and summarize the main themes.
- Read pg. 87-107 from *Truth is Stranger Than It Used to Be: Biblical Faith in a Postmodern Age* by Brian J. Walsh and J. Richard Middleton and summarize the main themes.
- Analyze the form for Profession of Faith and explain how it reflects a Reformed worldview.
- Apply the three questions to a popular movie/video/novel (one that the students are familiar with) that has an obvious worldview different from their own.
- Brainstorm and chart the distinctive characteristics of a Reformed worldview.
- Analyze TV commercials with respect to their attempt to influence the viewers' worldviews.
- Identify and describe different opportunities to express Christian discipleship in their communities.

Unit 3: 16th and 17th Century “isms”

Unit Description

Deism, naturalism, rationalism, humanism, atheism, and secularism either originated or were further developed in the 16th and 17th centuries, and these then serve as the foundation for Modernism. Due to these philosophies the role of the church changed dramatically in western culture because the human perspective became man-centered instead of God-centered. The role of man was elevated, and God was sidelined. The effect of these Renaissance philosophies has also greatly impacted the Church in the western world. Today, many people and institutions still base their worldviews on these pillars.

Prescribed Learning Outcomes (PLOs)

It is expected that students will be able to:

- Describe the basic tenets of the particular worldview within its historical context.
- Give examples of people associated with the particular worldview and describe their contributions to shaping this worldview.

- Identify how the particular worldview answers the questions: Who am I? What has gone wrong with the world? What can be done to fix it?
- Give a variety of examples of how the particular worldview is manifested in our society.
- Compare and contrast the individual and unique elements of the particular worldviews.
- Identify a variety of ways in which the particular worldview attacks and attempts to erode the Christian worldview.
- Evaluate key tenets of the particular worldviews using both Scripture and the Reformed Confessions.
- Develop scripturally sound responses to the various attacks on the Christian worldview by the other worldviews.

Suggested Learning Activities

- Read and discuss selected portions from *Can We Be Good Without God?* by Paul Chamberlain and *Understanding the Times* by David Noebel.
- Divide the students up into groups, with each group defending a particular viewpoint, and have them debate a current issue.
- Create and design a poster that compares and contrasts the Reformed worldview with two of the four other worldviews discussed in this unit, in relation to five issues such as: art, architecture, music, science, warfare, government, church-state relations, morality, euthanasia, racism, genetic engineering, abortion, poverty, capital punishment, etc.
- Research a prominent person (founder or current proponent) and share their biographies and their contributions with the class using a media presentation.

Unit 4: 18th to 20th Century “Isms”

Unit Description

The modernism that was become accepted in the 16th and 17th centuries soon expanded in areas of science, politics, theology, and philosophy. It became the basis for new ways of looking at the world, and how people and governments should best be structured. Naturalism attempted to explain the universe without a Creator, and many Christians tried to amalgamate evolution with the Bible. New political ideologies also laid their foundations on these modernistic trends and philosophies.

In the 20th century, people were becoming disillusioned with Modernistic philosophies and its results. Postmodernism evolved as a response and is currently the prevalent philosophy in the western world. The communal aspect of society has disintegrated as relativism has made the individual the primary focus.

Prescribed Learning Outcomes (PLOs)

It is expected that students will be able to:

- Understand the weaknesses of modernity and why it fell out of favour in the 20th century.
- Explain the history of evolutionary theories, culminating in the wide acceptance of natural selection as espoused by Darwin and others.
- Describe the major theories that try to amalgamate evolution with Scripture, and outline their weaknesses. (Gap Theory, Day Age Theory, etc)
- Explain the political ideologies of Marxism and Socialism and the presuppositions and the foundations of these worldviews.

- Identify and analyze the roots, the tenets, and the proponents of postmodernism.
- Describe the basic tenets of the particular worldview within its historical context.
- Give examples of people associated with the particular worldview and describe their contributions to shaping this worldview.
- Identify how the particular worldview answers the questions: Who am I? What has gone wrong with the world? What can be done to fix it?
- Give a variety of examples of how the particular worldview is manifested in our society.
- Compare and contrast the individual and unique elements of the particular worldviews.
- Identify a variety of ways in which the particular worldview attacks and attempts to erode the Christian worldview.
- Evaluate key tenets of the particular worldviews using both Scripture and the Reformed Confessions.
- Develop Scripturally sound responses to the various attacks on the Christian worldview by the other worldviews.

Suggested learning activities

- Summarize the main theses in *Postmodernism: A Christian Appraisal* by Frieda Oosterhoff.
- Construct a timeline that depicts the evolution of theories that attempt to explain the creation of the world without a Creator.
- Write a review of a video that debates creation versus evolution.
- Summarize and share an article from *Creation* magazine.
- Chart areas of conflict in the creation-evolution debate and the supporting evidence for each area.
- Research, analyze, and assess how Marxism, both in theory and practice, was implemented in a particular country in the 20th century.
- Find examples of postmodernism in media: cartoons, TV shows, newspapers, magazines, videos, etc.
- Research the local community group called One-Sky.

Unit 5: Current Trends in Theology

Unit Description

This unit presents concrete examples of the effects of modernism and postmodernism on theology as practiced by various churches. Several of these trends originated under very particular circumstances and locations, but have spread and impacted Christianity as a whole. Although not all of these trends are as popular today, nevertheless their effects are still felt today. In this unit, several of these recent trends will be examined, and their positive and negative contributions will be analyzed.

Prescribed Learning Outcomes (PLOs)

It is expected that students will be able to:

- Develop Scripturally sound responses to the various attacks on the Christian worldview by the other worldviews.
- Understand the current trends and beliefs in theology.
- Analyze and evaluate the roots of these trends and judge their validity.
- Explain the positive contributions of each of these trends to Christianity and our society.
- Describe the basic tenets of the particular worldview within its historical context.

- Give examples of people associated with the particular worldview and describe their contributions to shaping this worldview.
- Identify how the particular worldview answers the questions: Who am I? What has gone wrong with the world? What can be done to fix it?
- Give a variety of examples of how the particular worldview is manifested in our society.
- Compare and contrast the individual and unique elements of the particular worldviews.
- Identify a variety of ways in which the particular worldview attacks and attempts to erode the Christian worldview.
- Evaluate key tenets of the particular worldviews using both Scripture and the Reformed Confessions.

Suggested Learning Activities

- Using the following resources, trace origins, beliefs, and effects of current trends in theology.
 - *Exploring Christian Thought* by Tony Lane
 - Evangelical Theology Today (pg. 199)
 - Feminist Theology (pg. 225)
 - World Council of Churches (pg. 242)
 - Liberation Theology (pg. 249)
 - *20th Century Theology: God & the World in a Transitional Age* by Stanley J. Grenz and Roger E. Olson
 - Black Liberation Theology (pg. 201)
 - Latin American Liberation Theology (pg. 210)
 - Feminist Theology (pg. 224)
 - *Speaking of Christianity: Practical Compassion, Social Justice, and Other Wonders* by Robert McAfee Brown
 - Part 4. A Broader and Deeper Ecumenism
- Students will design and present an infomercial on one of the trends.
- Create and design a cover for an imaginary book that promotes one of the trends.
- Interview local Christians who hold to one of these trends.
- Divide the class into small groups (each group representing one worldview including a reformed worldview) and have each group address a particular topic from their point of view. Suggested topics: elections, unions, current wars, big box stores, World Council of Churches, morality, same-sex marriage, etc.

Unit 6: Major Religions and Cults (B.C. Focus)

Unit Description

With the rise of Postmodernism, these major religions and cults have gained a renewed interest as people search for truth. Because of Canada's multiculturalism and British Columbia's demographics, certain religions are more common and thus deserve further attention in this unit. Aside from the mainline Christian religions, students will most likely encounter these beliefs, particularly on secular post-secondary campuses.

Prescribed Learning Outcomes (PLOs)

It is expected that students will be able to:

- Describe the basic tenets of the particular belief or cult within its historical context.
- Give examples of people associated with the particular belief or cult and describe their contributions to shaping this belief or cult.
- Identify how the particular belief or cult answers the questions: Who am I? What has gone wrong with the world? What can be done to fix it?
- Give a variety of examples of how the particular belief or cult is manifested in our society and province.
- Compare and contrast the individual and unique elements of the particular belief or cult.
- Identify a variety of ways in which the particular belief or cult attacks and attempts to erode the Christian worldview.
- Evaluate key tenets of the particular belief or cult using both Scripture and the Reformed Confessions.
- Develop Scripturally sound responses to the various attacks on the Christian worldview by the other beliefs or cults.

Suggested Learning Activities

- Locate, critique, and present websites that represent these major religions or cults.
- In small groups students will research and present a major cult or belief that is found in BC.
- Using a current resource issue, students will analyze the different beliefs of the various groups engaged in the controversy.
- Re-enact a town hall meeting, where the students will role-play representatives from different groups.

Unit 7: Church History

Unit Description

The students will examine the history of the Reformed Churches to which they belong, and they will see the effects that different worldviews have had in shaping their theological heritage. They will explore the different divisions and amalgamations and their causes in the 19th and 20th centuries. Both internal and external factors will be considered, especially when focusing on the 1944 Liberation, and its effects. Throughout all this, the students will see God's faithfulness in preserving his flock. Effectively, students will be shown the roots of all the different branches of the Reformed Churches that currently exist in North America today.

Prescribed Learning Outcomes (PLOs)

It is expected that students will be able to:

- Review the history the Reformed Churches in Europe and North America.
- Analyze the causes of the various splits and the denominations that resulted from them.
- Understand and evaluate the impact of liberal worldviews on the doctrine of the church since the Reformation.
- Examine the attempts for reunification among the various Reformed Churches, especially since 1892.

Suggested Learning Activities

- Generate a timeline that clearly portrays the different branches of the Reformed Churches in Europe and North America.
- Construct a poster that summarizes the distinctive characteristics of one Reformed denomination in North America.
- Using current statistics, generate visual aids that compare and contrast the various Reformed denominations (growth rate, total membership, geographical regions, etc.)

Resources

-BOOKS-

Chamberlain, P. (1996). *Can we be good without God?* Downers Grove, IL: InterVarsity

Press.

- Copan, P. (1998). *True for you, but not for me: Deflating the slogans that leave Christians speechless*. Minneapolis: Bethany House Publishers.
- Grenz, S.J. & Olson, R.E. (1992). *20th century theology: God and the world in a transitional age*. Downers Grove, IL: InterVarsity Press.
- Groothuis, D.R.(1988). *Confronting the New Age: How to resist a growing religious movement*. Downers Grove, IL: InterVarsity Press.
- Groothuis, D.R. (1986). *Unmasking the New Age: Is there a new religious movement trying to transform society?* Downers Grove, IL: InterVarsity Press.
- Halverson, D.C. (Ed.) (1996). *The compact guide to world religions: Understanding and reaching followers of Islam, Buddhism, Hinduism, Taoism, Judaism, Secularism, the New Age, and other world faiths*. Minneapolis: Bethany House Publishers.
- Keizer, P.K. (1990). *Church history*. Neerlandia, AB: Inheritance Publications.
- Lane, T. (1984). *Exploring Christian thought*. Vancouver, BC: Thomas Nelson Publishers.
- Noebel, D.A. (1991). *Understanding the times*. Eugene, OR: Harvest House Publishers.
- Meijer, W. (1973). *Young people's history of the church*. Armadale, WA: Publication Organization of the Free Reformed Churches of Australia.
- McAfee-Brown, R. (1997). *Speaking of Christianity: Practical compassion, social justice, and other wonders*. Louisville: Westminster John Knox Press.
- Oosterhoff, F.G. (1999). *Postmodernism: A Christian appraisal*. Winnipeg: Premier Publishing.
- Oxtoby, W.G. (Ed.) (1996). *World religions: Eastern traditions*. Toronto: Oxford University Press.
- Pope-Osborne, M. (1996). *One world, many religions: The ways we worship*. New York: Alfred A. Knopf.
- Schaeffer, F.A. (1981). *A Christian manifesto*. Westchester, IL: Crossway Books.
- Schaeffer, F.A. (1981). *Pollution and the death of man: The Christian view of ecology*. Wheaton, IL: Tyndale House Publishers.
- Schipper, E. (1982). *Religions of the world*. Grand Rapids, MI: Baker Book House.
- Sire, J.W. (1988). *The universe next door*. Downers Grove, IL: InterVarsity Press.
- Smith, H. (1994). *The illustrated world's religions: A guide to our wisdom traditions*. San

Francisco: HarperSanFrancisco.

Walsh, B.J. & Middleton, J.R. (1995). *Truth is stranger than it used to be: Biblical faith in a postmodern age*. Downers Grove, IL: InterVarsity Press.

Walsh, B.J. & Middleton, J.R. (1984). *The transforming vision: Shaping a Christian world view*. Downers Grove, IL: InterVarsity Press.

Wolters, A.M. (1985). *Creation regained: Biblical basics for a reformational worldview*. Grand Rapids, MI: Wm. B. Eerdmans Publishing.

-WEB-SITES-

<http://www.answersingenesis.org/>

<http://www.markroques.com/bigfive.htm>

<http://www.calvinistworldview.com/>

<http://www.carm.org/index.html>

<http://withchrist.org/views.htm>

<http://www.markroques.com/index2.htm#javascript>

<http://reformedworldview.solideogloria.com/>

<http://reformed.net/index.shtml>

<http://www.teachingaboutreligion.org/>

<http://www.markroques.com/quotes.htm>

http://www.summit.org/resource/worldview_chart/

<http://www.religionfacts.com/christianity/charts.htm>

Appendix A - Definitions

Unit 3

- Rationalism
 - The doctrine that reason is the right basis for regulating conduct.

- The doctrine that knowledge is acquired by reason without resort to experience.
- The theological doctrine that human reason rather than divine revelation establishes religious truth
- Humanism
 - The doctrine that emphasizes a person's capacity to self-realization through reason; rejects religion and the supernatural.
 - The doctrine that people's duty is to promote human welfare.
- Atheism
 - A lack of belief in the existence of God or gods.
- Secularism
 - A doctrine that rejects religion and religious considerations.

Unit 5

- Social Gospel
 - A Protestant Christian intellectual movement
 - Prominent in the late 19th century and early 20th century.
 - Apply Christian principles to social problems
 - A strong emphasis on social justice
 - Theologically the Social Gospel leaders were overwhelmingly post-Millenarian.
 - Believed the Second Coming of Christ could not happen until mankind rid itself of social evils by humanly effort
 - A part of the Christian "modernism"
 - A driving force in much of Protestant America
- Liberation Theology
 - A form of Christian socialism
 - Explores the relationship between Christian theology and political activism
 - Theology from the viewpoint of the economically poor and oppressed of the human community
 - Focuses on Jesus as a liberator
 - Within Protestant circles it is recognized as an important school of thought
 - Predominantly found in the Roman Catholic Church
 - Widespread influence in Latin America
- Ecumenism
 - Promotes unity and/or cooperation between distinct religious groups or denominations of the Christian religion
 - Toleration, mutual respect, and cooperation
 - Goal: reconciling all who profess Christian faith into a single, visible organization
 - World Council of Churches
 - ICRC?
- Evangelicalism

- Belief in the relevance of Christian faith to cultural issues
- Encouragement of evangelism in organized missionary work or by personal encounters and relationships with others.
- All Christians are commissioned to evangelize
- Feminist Theology
 - Reconsider the traditions, practices, scriptures, and theologies of those religions from a feminist perspective
 - Goals
 - Increasing the role of women among the clergy and religious authorities
 - Reinterpreting male-dominated imagery and language about God
 - Studying images of women in the Bible
- Health/Wealth Gospel
 - Teach that God desires for all his followers to be materially prosperous and to live a healthy, fulfilled life
 - Claim that the true Christian has only to ask for these things and they will be granted to them
 - Not an organised movement
 - Also called "Prosperity Gospel", "Word of Faith" , "Name-it-and-claim-it", "Positive Confession"