



CHAPTER TWO

**Personal identity,
communal concerns,
the meaning of life and
work culture and history
are all inextricably
bound up in this call to
stewardship.**

Knowing how language works can help us understand culture, for culture also has to do with establishing meanings that people share.

**Cultural formation
has to do with
interpreting and
defining reality.**

**A cultural is
communicated
through texts.**

**Cultural texts are
human actions,
events, and material
works that embody
meanings that are
widely shared.**

A culture is a collection of ideals and beliefs, values and assumptions that makes up the plan for mastering life.

**Culture involves
creating meanings
for things and
living according to
those meanings.**

**Culture shapes
experience and
expectations, and
gives people a means
of coping with the new
and the unexpected.**

**Meaning is
negotiated
through
communication.**

**Secular refers to
the absence of faith
conviction and
perspective in
performing these
activities.**

**Cultural activity is a
creational given, and to be
God's image bearer as a
human spells that to be
human is to be a cultural
agent, and carrying on God's
creative work by doing
culture is our cultural
mandate.**



CHAPTER THREE

If a worldview is variously described as a lens, a model, a picture, or a framework consisting of “fundamental beliefs through which we view the world and our calling and future in it.”

**A worldview is
rooted in faith
insofar as it deals
with the ultimate
questions about the
human condition.**

**Worldviews are made
up of “basic beliefs”
that form a
framework or pattern
that hang together in
a certain way.**

**A worldview can
shape itself to faith
while also fashioning
the world of human
experience to itself.**

**Cultural orientation
refers to how
individuals,
communities, and
organizations find this
direction both within
and by of culture.**

Cultural orientation has to do with the formation of personal identity and social solidarities and is characterized by both individual and communal matters.

**Perspective is the
simply-lived out,
expressed, or carefully
articulated hanging-
togetherness of a sane
person's thought, word,
and deed.**

A cultural orientation functions as a kind of perspective for it can mold the world into a particular kind of place that may or may not reflect the truth about God's created order.

**Christian perspectives
have to be shaped and
tested by scripture in
order to resist the
temptation to wrongly
appropriate secular
beliefs.**

A faith perspective is an identifiable part of the aesthetic experience that plays a role in both the creation of an experience with a popular artwork.

Ideology can be understood as a specific social platform – propositions, policies, proposals, and practices, which are designed to put myths to work in everyday life.

**Ideology has to do with
a group's control over
the governing ideas or
official version of reality
in terms of national
identity and the
meaning of events.**

**Television and film genres
can be understood as
embodying a set of
cultural conventions and
expectations shared by
the producer and
audience.**

**Specific genre films
can also be thought
of as artistic
solutions to social
and cultural
problems.**

The myth we call the American Dream is a staple in popular artworks, and understanding myth and ideology helps people see more clearly the role the popular arts play in communicating culture.

**The universal nature
of myth points to
the inherent
religiosity of human
beings.**

**Myth reveals a
culture's
bedrock
assumptions
and aspirations.**

**Myths help build social a
consensus by providing a
common vision, and they
provide a measure of unity
in a society by reinforcing
its basic values, justifying
its existence, and
sanctifying its goals.**

**The term myth refers to
a people's collective
way of thinking about
something, whether life
and death, good and
evil, etc.,.**

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Reflecting on the selected scenes of television's *Family Guy* episode entitled "I Dream of Jesus," students are to theoretically interrogate the connecting factors of personal Christian worldview perspectives, cultural influences, and ideology. Students are asked to reflect on how these factors are 1) evidently at play within the episode, 2) the possible impact and ramifications of such televised programming as representations of Christianity in media, and 3) personal emotions evoked as a viewer of this program. Chapters 1, 2, 3 & the Introduction of the textbook should be utilized to shape one's critical perspective, and students are asked to refer to the syllabus for acceptable style requirements. Be reminded that the paper must be no less than 3 complete and no more than 5 complete typed pages, and must include at least ONE outside TEXTUAL source (ie. newspaper, magazine, book, journal article not accessed online) to support positioning (required MLA standards to be followed). While opinion will, undoubtedly, be at play in the final written product and reflections of disdain, offense, etc., students are to rely on research as means of supporting their sentiment and thesis.