PHI 805 Faith-Learning Integration and Interdisciplinary Studies

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Omega Graduate School

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Professor

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**Content Questions**

Select One (1) Core Essential Element from the Syllabus Outline:

a. Create a 350-word original discussion paper (with cited sources) during the week of the term. Post this document in DIAL.

b. Professor will check for quality of content and word-count requirements. Grade assigned will be Credit or No Credit (CR/NC).

**Faith-Learning Integration and the Challenges of Our World**

The world today seems to be more chaotic than any other period in history as individuals and communities grapple with basic social problems and challenges ranging from suicide and gun violence to drug addiction, human trafficking, gangs, and interpersonal conflicts across our families and other social institutions and relationships. Our leaders seem unreliable, our families are disintegrating, our friendships and relationships are fickle, and so many are confounded that they turn to drug and alcohol for answers rather than to faith and religion as our forefathers did, making this seem like the “Era of Faithlessness.” One solution in addressing these challenges across the board is to foster deeper levels of faith-learning into our schools and workplaces. One of the core essential elements from the course, PHI 805 Faith-Learning Integration and Interdisciplinary Studies, is what is described as a “Faith-Learning Integration.”

According to Ward (2014), faith-learning integration is an approach to fostering positive social change. When we embed ourselves and our lives in our religion and our faith we have a kind of anchor to lean on as we face myriad challenges in our lives. In our schools, colleges, and universities, we learn different disciplines that prepare us to live and flourish in this tough and complex world, and oftentimes, while “Disciplines are specialized domains of knowledge that give focused understanding of various dimensions of reality” (Ward, 2014, p. 29), we still need something more powerful and irreducible to anchor us in the realities of a very challenging world. This ‘something more’ is faith and religion. Too many people have stopped depending on faith only to look toward materialism and other substances that yield little and short-term satisfaction. Faith and religion are long-term anchors in which we can grow and become better individuals, better citizens, and better as communities and nations.

The significant decline in faith in our nation and across the globe is a major factor that contributes to the many problems and challenges mentioned above. A decline in faith affects our sense of well-being because:

1. people who experience a decline in their faith will be less likely to engage in basic religious practices (i.e., attendance at worship services, reading the Bible, and praying); (2) when religious practices are discontinued people will be less likely to adopt core religious virtues that promote sociality (i.e., compassion); (3) losing the impetus for forming close social relationships makes it less likely that people will help individuals who are in need; (4) people who do not help others will find that it is more difficult developing a strong sense of meaning in life; and (5) people who are unable to find a sense of meaning in life will have a diminished positive affect (Krause & Pargament, 2017, p. 885).

We need to foster faith-learning integration across our disciplines and activities including work and social life in order to help individuals regain their anchor that hold in the storm of life; “This hope we have as an anchor of the soul, both sure and steadfast, and which enters the *Presence* behind the veil” (Hebrews 6:19).

**Works Cited**

Krause, N., & Pargament, K. . (2017). Losing my religion: Exploring the relationship between a decline in faith and a positive affect. *Applied Research in Quality of Life, 12*, 885-901.

*The Bible*. Hebrews 6:19 (New King James Version).

Ward, D.C. (2014). Interdisciplinary faith-learning integration for social change. *Journal of Interdisciplinary Studies, 26*(1/2). 29-56.