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| <b>Program:</b>               | <b>Roman Catholic Diocese of Tulsa - Deacon Formation Program</b>   |
| <b>Course Name:</b>           | <b>The Logic of Human Anthropology: A Mathematical Approach to Christian Behaviour</b>  |
| <b>Course Description:</b>    | <p>This class will assess Christian Behavior amidst a journey towards greater self-honesty, in light of understanding the underlying logic behind the teachings of the Catholic Faith.</p> <p>This course being offered, which is in agreement with JP II's Theology of the Body, will specifically examine the impact of the relationship between creation and Creator, in both visible and invisible planes, and its effect on Christian decision making.</p>   |
| <b>Benchmark:</b>             | Students will be able to confidently describe the logic pointing to the existence of "God" as well as the intricacies of the Order of Creation, while relying on merely mathematical representations of truth.  |
| <b>Pre and Co Requisites:</b> | None  |
| <b>Course/Credit Hours:</b>   | 10  |
| <b>Student Assessment:</b>    | Group Performance Assessments   |
| <b>Learning Resources:</b>    | Lecture Notes, Other Students and engagement in the process of Q&A and dialogue   |
| <b>Learning Outcomes</b>      | <p><b>Section 1: The Logic of Existence</b></p> <ol style="list-style-type: none"> <li>1. Teach how the P(Static Universe) = "Approaching Zero"</li> <li>2. Teach how the P(Static Universe) = "Approaching Zero" implies the existence of the Extra-Universal Domain</li> <li>3. Teach how the concept of All must be adjusted to include Extra-Universal Domain:<br/>All = Intra-Universal Domain + Extra-Universal Domain (which may contain other universes)</li> <li>4. Teach how the P(Principle of Non-Contradiction being Consistent from <math>t^1</math> to <math>t^x</math>) = "Approaching Zero"</li> <li>5. Use Process of Elimination to Conclude that Extra-Universal Domain (the Domain Beyond Our Universe, or DBOU) is not only "Beyond" but also is the Domain <i>Greater</i> Than Our Universe (DGTOU)</li> <li>6. Teach how to introduce Order of Domains, with IUD requiring an EUD, but not the other way around.</li> <li>7. Teach how the P(Entities Existing Elsewhere in our Universe, within this Realm) = "Approaching 100%"</li> <li>8. Teach how the P(Entities Existing Elsewhere in our Universe, not within this Realm) = "Approaching 100%"</li> <li>9. Teach how the P(Entities Existing beyond our Universe) = "Approaching 100%"</li> <li>10. Teach how to describe the difference between Intra-universally created entities (ICEs) from extra-universally created entities (EUEs).</li> </ol> |

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| <b>Learning Outcomes</b> | <b>Section 2: The Logic of Entity</b> <ol style="list-style-type: none"> <li>1. Teach how the P(Capacity to Exercise the Fullness of Free Will over our Hearts) = “Approaching Zero”</li> <li>2. Teach how ECEs are not limited by intra-universal parameters (such as space, time, or realm)</li> <li>3. Teach how the free will of ECEs impact their destiny eternally forward</li> <li>4. Teach how the free will of ICEs impact their destiny eternally forward</li> <li>5. Teach about the logical Objective of all (fallen and non-fallen) ECEs</li> <li>6. Teach about the power that ECEs have over ICEs</li> <li>7. Teach about the power that ICEs have over ECEs</li> <li>8. Teach how to assess the power of ICEs in the Extra-Universal Domain</li> <li>9. Teach how ICEs can use certain strategies to protect themselves from (fallen) ECEs</li> <li>10. Teach how ICEs can use certain strategies to differentiate fallen ECEs from non-fallen ICEs.</li> </ol>  |
| <b>Learning Outcomes</b> | <b>Section 3: The Logic of Fulfillment</b> <ol style="list-style-type: none"> <li>1. Teach why the human default setting is or is not “good,” amid the conversation of formation of conscience intertwined with the pursuit of objective (and most probable) truth.</li> <li>2. Teach how experience shapes Trust Parameters</li> <li>3. Teach how Trust Parameters Shape Relational Involvement</li> <li>4. Teach how Relational Involvement influences Self-Concept</li> <li>5. Teach how Self-Concept influences Identity</li> <li>6. Teach how Identity influences the Pursuit of Fulfillment</li> <li>7. Teach how the Pursuit of Fulfillment may or may not be grounded in objective (or most probable truth)</li> <li>8. Teach how one’s perspectives on suffering can greatly influence their approach to life.</li> <li>9. Teach how the nature of conceptual self-preservation may or may not draw a person to desire the suppression of others</li> <li>10. Teach how the nature of conceptual self-preservation is common to both ICE and ECE</li> </ol> |
| <b>Learning Outcomes</b> | <b>Section 4: The Logic of Christian Behaviour</b> <ol style="list-style-type: none"> <li>1. Teach how Confirmation Bias may influence a person as they receive new information</li> <li>2. Teach how clarified language lends itself to more deeply understood concepts</li> <li>3. Teach how concepts need to be understood before they can be consciously applied.</li> <li>4. Teach about the importance of The Law of Gradualness</li> <li>5. Teach various strategies to Invite, Elevate, and Disarm</li> <li>6. Teach various strategies to engage, and about when it is appropriate to disengage</li> <li>7. Teach about the importance of illuminating anger towards objective and most probable truth</li> <li>8. Teach the timeline outlining human life from birth to the end of time.</li> <li>9. Teach about the greatest methods by which ICEs can be protected from ECEs</li> <li>10. Teach why the emphasis ought be on the Nature of the DGTOU, above and beyond its existence</li> </ol>  |
| <b>Prepared by:</b>      | Hudson Byblow, March 2015  |