

DOWNLOAD PDF QUESTION TWO : WHY DOES THIS PERSON HOLD THIS BELIEF?

Chapter 1 : What is Stereotyping

Everything you do can be traced back to beliefs you hold about the world – everything from brushing your teeth to your career. Beliefs also help determine your reactions to others' behavior – for example, their refusal to brush their teeth or their own career choices.

Worldviews Worldviews – What are Worldviews? What is a good definition of "worldviews"? Have you ever thought about your own worldview? Have you ever really examined it, tested it, and poked holes in it? It is a grid through which one views all of life. As such it helps form our thoughts, values, and decisions. The tragedy is that most people do not even know what their worldview is, how they got it, and how important it is in their lives. What is prime reality – the really real? To this we might answer God, or the gods, or the material cosmos. What is the nature of external reality, that is, the world around us? Here our answers point to whether we see the world as created or autonomous, as chaotic or orderly, as matter or spirit, or whether we emphasize our subjective, personal relationship to the world or its objectivity apart from us. What is a human being? Sample answers include the idea that we are made in the image of an all-knowing God or that consciousness and rationality developed under the contingencies of survival in a long process of evolution. How do we know what is right and wrong? Again, perhaps we are made in the image of a God whose character is good; or right and wrong are determined by human choice alone or what feels good; or the notions of simply developed under an impetus toward cultural or physical survival. What is the meaning of human history? To this we might answer, to realize the purpose of God or the gods, to make a paradise on earth, to prepare a people for a life in community with a loving and holy God, and so forth. A cohesive worldview provides the foundation for our moral values and corresponding actions. Our worldview provides the holistic perspective from which we interpret ambiguous evidence. When confronted with more than one plausible interpretation, we always interpret evidence in a manner consistent with how we already see the world. But remember, worldviews can be conscious or subconscious -- consistent or inconsistent -- true, partially true, or entirely false. Therefore, a seemingly rational worldview can be terribly wrong. Even the most educated person alive can hold a false view of reality. So, we ask again, have you really examined your worldview lately? Is your belief system really supported by reality? *Worldview as a Concept* InterVarsity Press, , Gary Phillips, William E. God , the Father, sent His only Son to satisfy that judgment for those who believe in Him. Jesus , the creator and eternal Son of God, who lived a sinless life, loves us so much that He died for our sins, taking the punishment that we deserve, was buried , and rose from the dead according to the Bible. If you truly believe and trust this in your heart, receiving Jesus alone as your Savior , declaring, " Jesus is Lord ," you will be saved from judgment and spend eternity with God in heaven. What is your response?

DOWNLOAD PDF QUESTION TWO : WHY DOES THIS PERSON HOLD THIS BELIEF?

Chapter 2 : Understanding Stereotypes - Science NetLinks

I get what you're saying, why do we have to pay for other people's mistakes. Well, you aren't paying for very many irresponsible people, you are paying for some poor people who can't help it and you are paying the government.

In order to understand absolute or universal truth, we must begin by defining truth. Others would argue that there must be some absolute reality or truth. One view says that there are no absolutes that define reality. Those who hold this view believe everything is relative to something else, and thus there can be no actual reality. Because of that, there are ultimately no moral absolutes, no authority for deciding if an action is positive or negative, right or wrong. There is no right or wrong; therefore, whatever feels or seems right at the time and in that situation is right. This is postmodernism, creating a society that regards all values, beliefs, lifestyles, and truth claims as equally valid. The other view holds that there are indeed absolute realities and standards that define what is true and what is not. Therefore, actions can be determined to be either right or wrong by how they measure up to those absolute standards. If there are no absolutes, no reality, chaos ensues. Take the law of gravity, for instance. If it were not an absolute, we could not be certain we could stand or sit in one place until we decided to move. Or if two plus two did not always equal four, the effects on civilization would be disastrous. Laws of science and physics would be irrelevant, and commerce would be impossible. What a mess that would be! Thankfully, two plus two does equal four. There is absolute truth, and it can be found and understood. To make the statement that there is no absolute truth is illogical. Yet, today, many people are embracing a cultural relativism that denies any type of absolute truth. They are saying that the very fact there is no absolute truth is the one and only absolute truth. Beside the problem of self-contradiction, there are several other logical problems one must overcome to believe that there are no absolute or universal truths. One is that all humans have limited knowledge and finite minds and, therefore, cannot logically make absolute negative statements. If there is no such thing as absolute truth, then there is nothing ultimately right or wrong about anything. While on the surface this type of relativism seems to be appealing, what it means is that everybody sets his own rules to live by and does what he thinks is right. I put many lives at risk. Or I might think it is right to steal from you, and you might think it is not right. Clearly, our standards of right and wrong are in conflict. If there is no absolute truth, no standard of right and wrong that we are all accountable to, then we can never be sure of anything. People would be free to do whatever they want—murder, rape, steal, lie, cheat, etc. There could be no government, no laws, and no justice, because one could not even say that the majority of the people have the right to make and enforce standards upon the minority. A world without absolutes would be the most horrible world imaginable. From a spiritual standpoint, this type of relativism results in religious confusion, with no one true religion and no way of having a right relationship with God. All religions would therefore be false because they all make absolute claims regarding the afterlife. Tolerance has become the one cardinal virtue of the postmodern society, the one absolute, and, therefore, intolerance is the only evil. Any dogmatic belief—especially a belief in absolute truth—is viewed as intolerance, the ultimate sin. Those who deny absolute truth will often say that it is all right to believe what you want, as long as you do not try to impose your beliefs on others. But this view itself is a belief about what is right and wrong, and those who hold this view most definitely do try to impose it on others. They set up a standard of behavior which they insist others follow, thereby violating the very thing they claim to uphold—another self-contradicting position. Those who hold such a belief simply do not want to be accountable for their actions. If there is absolute truth, then there are absolute standards of right and wrong, and we are accountable to those standards. This accountability is what people are really rejecting when they reject absolute truth. If naturalistic evolution is true, then life has no meaning, we have no purpose, and there cannot be any absolute right or wrong. Man is then free to live as he pleases and is accountable to no one for his actions. Yet no matter how much sinful men deny the existence of God and absolute truth, they still will someday stand before Him in judgment. For although they knew God, they neither glorified him as God nor gave thanks to him, but

DOWNLOAD PDF QUESTION TWO : WHY DOES THIS PERSON HOLD THIS BELIEF?

their thinking became futile and their foolish hearts were darkened. Is there any evidence for the existence of absolute truth? Our conscience convinces us there is something wrong with suffering, starvation, rape, pain, and evil, and it makes us aware that love, generosity, compassion, and peace are positive things for which we should strive. This is universally true in all cultures in all times. The Bible describes the role of the human conscience in Romans 2: Science is simply the pursuit of knowledge, the study of what we know and the quest to know more. Therefore, all scientific study must by necessity be founded upon the belief that there are objective realities existing in the world and these realities can be discovered and proven. Without absolutes, what would there be to study? How could one know that the findings of science are real? In fact, the very laws of science are founded on the existence of absolute truth. All the religions of the world attempt to give meaning and definition to life. Through religion, humans seek God, hope for the future, forgiveness of sins, peace in the midst of struggle, and answers to our deepest questions. Religion is really evidence that mankind is more than just a highly evolved animal. It is evidence of a higher purpose and of the existence of a personal and purposeful Creator who implanted in man the desire to know Him. And if there is indeed a Creator, then He becomes the standard for absolute truth, and it is His authority that establishes that truth. Jesus claimed to be the only way, the only truth, the only life and the only path to God John The fact that absolute truth does exist points us to the truth that there is a sovereign God who created the heavens and the earth and who has revealed Himself to us in order that we might know Him personally through His Son Jesus Christ. That is the absolute truth.

DOWNLOAD PDF QUESTION TWO : WHY DOES THIS PERSON HOLD THIS BELIEF?

Chapter 3 : Importance of Religion and Religious Beliefs

Some people also find it intuitive to say that a rational person holding a ticket in a fair lottery may not actually believe that she will lose, but instead regard it as an open question, despite having a "degree of belief" of, say, that she will lose.

Context This lesson is part of a group of lessons that focus on the social, behavioral, and economic sciences. For more lessons and activities that take a closer look at the social, behavioral, and economic sciences, be sure to check out the SBE Project page. Group membership implies some sense of commonality for members and thereby some sense of difference from nonmembers. The task for science education is to alert students to the prevalence and error of stereotyping, without disparaging the value of group membership. Benchmarks for Science Literacy, p. As children try to understand biological and social phenomena, they often over generalize information about racial and cultural differences. One must be cautious, however, not to assume that children are prejudiced or deliberately using stereotypes when they over generalize. They simply may be thinking typically for young children trying to make sense out of their limited experiences with other groups Ramsey, Research indicates that children in the United States come to understand race and ethnicity concepts between the ages of 3 and 4. At around age 6, children become accurate at sorting people by ethnicity. At around age 7 or 8, children understand that race and ethnicity do not change. According to Margo Monteith, Ph. In this lesson, students will confront age-related stereotypes, explore how stereotyping impacts their lives, and discuss how they can make changes to reduce overgeneralizations, unfair assumptions, and uncritical judgments about groups. Depending on the size of the class, you could facilitate a whole-group discussion, or break the class into two or more smaller groups, having them discuss and record responses associated with each category of people. For example, elderly are out of touch, are irritable, slow moving, and forgetful; teenagers are hooligans, are self-centered, and narcissistic. But this tendency means that human beings are naturally prone to divide the world into us-and-them categories. Ask questions such as: Do the things you said belong to all people in each group? How do you know? Do you think most people hold the same assumptions about teenagers? Why or why not? Have you ever had anyone make those assumptions about you? How did that make you feel? Note that stereotypes can be either positive or negative but that in a sense, stereotypes are always problematic. Even if stereotypes lead us to assume a person has a positive trait, that presumption by itself robs the person of being seen and treated as an individual. Ask these questions about stereotypes to get students thinking about their use: Why do you think people use stereotypes? When do you think people use stereotypes? Wrap up the discussion and transition to the next section of the lesson, letting students know that it will focus on stereotypes associated with age specifically, teenagers and elderly. Development In this section of the lesson, students will hold a debate on common age-related stereotypes. Before students are assigned to a particular side in this debate, they should first do some research on stereotyping in general. To do this, have students use their Understanding Stereotypes student esheet to go to and read Where Bias Begins: The Truth about Stereotypes. Encourage students to take notes on what they read so that they can answer these questions: What is automatic or implicit stereotyping? It is an unconscious or hidden bias that a person has. It presents the subject with a series of positive or negative adjectives, each paired with a characteristically "white" or "black" name. As the name and word appear together on a computer screen, the person taking the test presses a key, indicating whether the word is good or bad. Meanwhile, the computer records the speed of each response. What has been the startling phenomenon revealed by this test? Most people who participate in the experimentâ€”even some African-Americansâ€”respond more quickly when a positive word is paired with a white name or a negative word with a black name. What has been the contribution of the cognitive approach to our understanding of stereotyping? It has made the simple but profound point that we all use categoriesâ€”of people, places, thingsâ€”to make sense of the world around us. Our ability to categorize and evaluate is an important part of human intelligence. From what do stereotypes emerge? Where does bias begin? According to this article, bias comes from the images that enter our consciousness from the culture around us. Do you

DOWNLOAD PDF QUESTION TWO : WHY DOES THIS PERSON HOLD THIS BELIEF?

agree with Dr. Where does the solution to automatic stereotyping lie? Some researchers believe it lies in the process itself. Through practice, they say, people can weaken the mental links that connect minorities to negative stereotypes and strengthen the ones that connect them to positive conscious beliefs. Next, break the class into groups of four. Based on the discussion in the Motivation, have half of the groups choose a substantive stereotype of the elderly e. They should do research to prove in a debate format that the trait is indeed real. They should do research to prove in a debate format that the trait is indeed a stereotype, based on assumptions rather than a factual defining characteristic of the group. Help students create a plan for researching their viewpoints e. Provide appropriate time and resources to support this. Distribute the Debate Rubric and explain the guidelines and criteria to students explain the Debate Rubric, as well as the debate format suggested below. Have students use their esheet to go to the Persuasion Map on the ReadWriteThink website and provide them with roughly twenty minutes to follow the instructions and prepare for the debate. After students have utilized the Persuasion Map to organize their thoughts, have them participate in the debate activity. Bring the groups of four back together. Opening Arguments minutes During this section, each side presents its opening argument, clearly articulating its position i. Cross Examination minutes During this section, each side gets to question the other. Only one person gets to speak at a time; one person gets to ask a question, and one person on the other side gets to answer. Organization Time minutes During this time, teams should prepare their closing statements, attempting to address all questions raised in the cross examination. After each debate, have the rest of the class hold a vote on which side won; have students provide reasons why they think a particular side won, referring to the Debate Rubric for specific rationale. Assessment Assess the debate based on criteria outlined in the Debate Rubric. Additionally, ask questions like these: What did you learn from preparing for and participating in the debate? What would you have done with more? How could you have collected more? What can you do to prevent situations like that in the future? What are some activities that could be done to break down age-related stereotypes? Examples include community service projects that involve interactions with teenagers and elderly, such as teenagers visiting nursing homes or elderly volunteering in the schools. In general, how do assumptions about a group affect your behavior? Do assumptions tell you how a person is really going to be? How can assumptions and stereotypes be unfair and hurtful? Do you think certain groups are more subject to stereotyping than others? What will you do and encourage others to do to help reduce bias and stereotyping? Extensions In addition to the Motivation activity suggested in this lesson, you could stimulate thinking about stereotypes by having students react to pictures of people or actual people dressed in certain ways. You could ask questions such as: Why or Why not?

DOWNLOAD PDF QUESTION TWO : WHY DOES THIS PERSON HOLD THIS BELIEF?

Chapter 4 : The Will to Believe

Answer: The question of whether there is a conclusive argument for the existence of God has been debated throughout history, with exceedingly intelligent people taking both sides of the dispute. In recent times, arguments against the possibility of God's existence have taken on a militant spirit that accuses anyone daring to believe in God as.

Share via Print University of California, Berkeley, psychologist Tania Lombrozo talks about why people believe what they do, especially regarding evolution or creationism. Web sites related to this episode include psychology. From everyday collection to environmental protection, think green, think Waste Management. To learn more, go to <http://www.scientificamerican.com/podcast/episode/20130410>: Welcome to Science Talk, the weekly podcast of Scientific American, for the week of April 10th. This week on the podcast, writer Steve Miller talks about his new book: You may recall the March 13th podcast featuring the interview with Jerry Coyne from the cruise. Lombrozo studies why people believe what they do—specifically about evolution or creationism. We spoke aboard the rocking ship, The Zuiderdam. So I think one of the most surprising findings has to do with the relationship between understanding the basics of evolutionary theory and accepting it as our best account of the origins of human life. Yeah, it was surprising to me when your data were presented. So what [does] that mean for, you know, education in the country? What should people be thinking about if they have a desire to have evolutionary theory be more accepted by more people? I think it has a couple of consequences. We normally think about the role of education as being one to communicate basic concepts, to communicate scientific theories, not to actually change whether or not people accept a particular theory that might conflict with their relative views. So I think it raises some complicated issues there. So in some sense, I think the public has a lot at stake in whether or not people accept evolution; but I am not sure the best way to proceed given these kinds of findings about the dissociation between acceptance and belief. Right, so one of the interesting things is that all of these factors seemed to be correlated to some extent with accepting evolution. And you do also find the differences you mentioned based on religious affiliation, and not just how religious someone is but in particular which denomination they associate with. Is the acceptance or nonacceptance of evolution a marker for a constellation of other beliefs? It definitely does correlate with certain religious beliefs. So you might have thought that someone who rejects evolution in general might be more willing to accept supernatural ideas about everything, like the pyramids being created by supernatural forces or Well, I think there is [are] several next stages. So we really need to understand how they reconcile those things in their psychological lives. And when we see the polling data that indicate that, for example, only 40 percent of Americans accept evolution, when you throw in the reconciliation that people make between religion and evolution, did the numbers go way up? When you throw in theistic evolution, what kind of numbers do you actually see then? Different questionnaires will find different numbers; you do typically find that if you give people that option you get what looks like a larger numbers of people accepting evolution. So you might have people who end up falling into that bucket who think that plants and animals evolved but that humans were created in their present world, for example. Another fairly common view is someone who will accept microevolution—the idea that a given species can change slightly over time—but not macroevolution, the idea that you might get one species from a different species. And again we are not talking in any way right now about what is really known about evolution. One analogy that I find helpful in explaining this is something like the cognitive capacities underlying our ability to understand math. So you could talk about the psychology of our ability to understand math and how it is that we arrive at the belief that two plus two equals four, independently of whether or not two plus two in fact equals four. Right, although two plus two is four, right? For example, the biologist Richard Dawkins writes that humans have purpose on the brain. We seemed to really like explanations that give us some kind of purpose or reason or underlying function for why it is something would have the properties that it has. And one of the things that is interesting about a creationist position, or intelligent design, is that it allows us to provide that kind of explanation for most things. So if you think about the way we explained many biological

DOWNLOAD PDF QUESTION TWO : WHY DOES THIS PERSON HOLD THIS BELIEF?

traits, [like] for example, why do owls have large eyes. It could be that they have large eyes just by chance or as a side effect of some other capacity, but those kinds of explanation seem much less satisfying than an explanation that gives us the function or purpose of having the large eyes; so, for example, that they are for seeing better in dim light, so that owls can catch their prey. So for example, you could say, "Why is there rain? Is there rain because water condenses in clouds, or is there rain because that way plants and animals can grow? So that kind of finding has been pretty well documented although still are a little bit controversial like most findings in cognitive development, but it leaves open the question of what happens with adults. Another possibility is that we outgrow this preference. It could be something that you only see in young children, but then you stop seeing it in adults and beyond. On the other hand, because of their memory impairments, they may not be able to access the kinds of rich caus[al] beliefs that most adults consult when evaluating explanations. Is there rain because water condenses in clouds or is there rain so that plants and animals can grow? Let me think of another one. Well, you give me another one. But even people who are natural selection evolutionists can still fall into the adaptationist trap. Right, so this actually corresponds to a famous debate in evolutionary biology between people like Dawkins on the one hand, who are sometimes labeled adaptationists and people like Steven Jay Gould and Richard Lewinton on the other hand, who really emphasize that there is a lot of evolutionary forces that work. Interesting stuff, thanks very much. Steve Miller is a freelance science writer. The Science of Everything. So who is this aimed at? The initial one, which shows up very frequently in books like this as why is the sky blue, while the other questions are why does popcorn pop? Why are some genetic diseases more common in men than women? Give me a couple of the things that you were absolutely flabbergasted to learn as you wrote the book. That one is a question of, Why do flu epidemics seem to start in Asia all the time? They always seemed to talk about the Hong Kong flu or the China flu or different things, and as I looked into it, I found that there were a couple of reasons. One is that many flu viruses come from birds and get transmitted to people from other species; you get a change in the virus and suddenly it jumps to humans. And in many Asian cultures, people live closely with their domestic animals, including a lot of birds, ducks, chickens and such, and the other thing is just there are so many people in Asia and the concentration of people is so great that you tend to get spread of a disease very quickly once it starts, and the two things combined lead to the flu coming out of Asia. So the environmental conditions are really a good incubator [for] this process of creating new and potentially more-potent flu viruses. Give me another one. What else did you find out as you wereâ€”and how did you pick what topics to cover in the science of everything? I mean, obviously, that book could have been as big as you wanted it to be. Well actually that was a big part of the process of writing it, is deciding the questions, because there are thousands and I can only [fit] about or [a] little more; but these are all the questions that I find interesting. So do you have room in there for any, for example, quantum mechanics in the book? New aspects of quantum mechanics, because quantum mechanics itself is years old. Is this aimed at any particular age group or is it anybody over, say eight-years-old, who is interested. Essentially anybody from middle school on. Here are four science stories; only three are true. Some people drive over baseball bats to try to enhance them. Studies show that professional golfers have more slow-twitch muscle fibers than nongolfers. And story number 4: Male chimps who offered meat meals to females doubled their long-term chances of mating with those females. Story number 1 is true. So called doubled-walled composite bats give you a spring effect, so driving over the bat or hitting it with something else may further separate layers and increase the trampoline effect; or you could learn to hit the curveball. Story number 4 is true. Male chimps who gave females meat dinners did indeed double their long-term chances of mating. And story number 3 is true. The hope is that studying the infectivity may help scientists figure out ways to reduce it. They should also consider evolutionary principles in the entire factory-farm situation of thousands of animals in close quarters, so as to be able to avoid such problems in the first place. In a related story, the CDC announced on April 9th that food safety has stopped improving and that salmonella is fighting efforts to control it better than any other food-borne illness. But what is true is that they probably have more gray matter in their brains, according to our buddies at Live Science. Gray matter, which is densely

DOWNLOAD PDF QUESTION TWO : WHY DOES THIS PERSON HOLD THIS BELIEF?

packed nerve cells, is related to muscle control, so the pro-golfers probably develop the gray matter through thousands of hours of practice rather than having it to begin with. You drive for show, but you [put for dough]. Thanks for clicking on us. University of California, Berkeley, psychologist Tania Lombrozo talks about why people believe what they do, especially regarding evolution or creationism. He also hosts the Scientific American podcast Science Talk.

DOWNLOAD PDF QUESTION TWO : WHY DOES THIS PERSON HOLD THIS BELIEF?

Chapter 5 : Why some Americans left religion behind

But to answer the Republic's question, Socrates does not need any particular account of why the analogy holds, nor does he need the analogy to hold broadly (that is, for a wide range of characteristics). It works even if it only introduces an account of personal justice and happiness that we might not have otherwise entertained.

The Origin of Religion The interaction of beliefs is commonly called religion. What caused people to form a belief and a religion? Sometimes people have questions regarding souls and dreams. Sometimes they experience dead people appearing in their dreams. Dead people leave their bodies on earth. Where do their souls go? Because of this question, people believed in the existence of the spirits. Out of this belief, there arose the idea to worship supernatural beings. Anthropologist Edward Tylor argued, "Religion had its origin in the belief in immaterial souls that might inhabit objects like stones, trees, animals, or human bodies, but which also could exist independently from them. He coined the word animism from the Greek word "anima" which means "soul. In the dream, a dead man seems to continue to exist as a soul independent of his physical body. When the people encounter the mighty things of nature, they think that there are supernatural beings. Acknowledgement of the existence of spirits and high being support the formation of beliefs and religion. According to two scholars, the origin of religion came through the acknowledgement of spirits and worshipping ancestors. Their belief is evolutionary. To some degree people search for the supernatural being. But Christianity is different from other religions. Its beliefs and religion are based on revelation. They conceived that in the beginning "that means when the first man was created and placed in the Garden of Eden --God revealed to him in some manner the essential truths of religion, such as the existence of one God, the obligation to obey him, and the hope of immortality. To understand the Word of God, people interpret Scripture in the context of their own history and culture.. Hiebert and Shaw present presuppositions regarding this matter. We accept Scripture as fully authoritative "the Bible is our source of theological understanding. We believe that Christ is the center of our theology. We take an "Incarnational" view of Christ as both God and human. We understand the kingdom of God as the goal of divine history. We are assuming the continued active work of the Holy Spirit in the world today on the lives of all believers. We assume the sinfulness of humans and their need for salvation and reconciliation achieved by Christ on the cross. We assume the priesthood of all believers interacting within communities of faith. Our understanding of call to discipleship is that true conversion involves all dimensions of human experience. And God intends to communicate in the context of culture. Cultures today are very different, and they have different manifestations. The second approach is anthropological. Anthropology begins through observation of religious experience or practice. Observation is always selective and observational data which is close to the real world. I would quote a paragraph regarding this opinion. Interpretation is thus always open to bias and preconception. Making the question of interpretation of data, we can do one of the two things: Anthropology serves as the interpretation of religious data and understanding of ideological systems. Symbol Religion takes some particular symbol to declare meaning and emphasize doctrine or teaching. With this object, it uses special shapes, cloths, colors, sounds, and style. For example, Christianity uses the cross. Many times the temple is a symbol. Most religious temples declare their uniqueness. Even in the rituals, worshippers practice using their own symbols. This is an important element and behavioral pattern of a given religion. Ritual has been defined as "the formal acting out of a ceremony, usually repeated in exactly the same way on specified occasions. This definition stress two important features of ritual: According to Knight Dunlap, ritual has three significant features: The structure displays unique formal ceremony. It specializes its own characteristics to discern its own originality from the other religion. And the rites themselves take place in a sort of timeless time and placeless place. Myth This word is used to use for Greek or Roman gods stories. There are a lot of unbelievable stories. But the stories had power and function. Knowing myth is one of the way to understand religions. Mythology is defined as "a narrative resurrection of primeval reality told in satisfaction of deep religious wants, moral, cravings, social

DOWNLOAD PDF QUESTION TWO : WHY DOES THIS PERSON HOLD THIS BELIEF?

submissions, assertions, even practical requirements. It literally means story and originally was used for many stories of the gods in Greek religion. And the word myth is associated in the West with a set of connotations that has become in popular speech almost a synonym for untrue, false, or absurdly fantastic. Myth is transmitted into culture and is preserved as traditions. And it is continually handed down from generation to generation. How do we interpret a myth? We must understand a myth in order to correctly interpret it. Look back to the New Testament period and the background of the first century. The believers were surrounded by a lot of Greek and Roman myths. The main documents of the early church, and in particular the gospels, were selected from a wide and growing range of writing which tried to interpret the life and message of Jesus. When we speak of the interpretation of the Bible, we use the term hermeneutics. The modern probing of the New Testament as history has caused some arguments. Some feels that this secular approach to the text damages the authority of the Bible. According to this view, we have the impulse to find our being by telling a story about how they come to be. Myth thus is the food" which feeds our sense of identity and our destiny in relation to the unseen world, then myth is given an added impulse to imagine the invisible through the visible. It gives us a past and a future arising at the point where I intersect with my fellow human being. It does not expose itself on the surface, but it controls thought, life style, and social system. In the same way, world view influences religion. I would like to assert this opinion with this quotation: To this we might answer God, or the gods or the material cosmos. And within various basic world views other issues often arise. For Instance, what is the nature of the external world? Who is in charge of this world? People really want to know the high being who holds this cosmos and controls human life. These concepts encourage people to seek supernatural beings and supernatural powers that would help human beings. Symbols, rituals, and even myths may be involved. Specific practices of religious activities represent human beliefs. Behind these reflections, there might be particular world views. For instance, let me compare evolution theory and Christianity. The word animism from the Greek word anima", which means souls,, implies a view about the soul that creates animism. But in Christianity, the Christian has a unique belief. This absolute belief is from revelation. God revealed Himself to Israelites as the creator, the savior, and almighty King. It means there are plenty of religious practitioners. Because of these people, sometimes missionaries or Christian ministers encounter spiritual crisis. Spiritual encounters may arise. The mission field is like a battle field. Whether we recognize it or not, the dangers are hidden in the context. Ma, in the book When the Spirit meets the Spirits, there are three phases of encounters: Proclaiming the gospel is the ultimate task for the Christian workers. One set of statistics tells about the percentage of the world religions: There may be changes. Some religions have more numbers, and some religions have few members. But I just want to cite a point that there are large numbers of mission fields in the world.

DOWNLOAD PDF QUESTION TWO : WHY DOES THIS PERSON HOLD THIS BELIEF?

Chapter 6 : Hunger Games: Questions - English reading: Hunger Games

These people may hold certain religious beliefs, but they are not currently taking part in religious practices. And most of them simply say they don't go to church or engage in other religious rituals, while others say they are too busy for religion.

Is there an argument for the existence of God? The question of whether there is a conclusive argument for the existence of God has been debated throughout history, with exceedingly intelligent people taking both sides of the dispute. Karl Marx asserted that anyone believing in God must have a mental disorder that caused invalid thinking. The philosopher Friedrich Nietzsche bluntly said that faith equates to not wanting to know what is true. The voices of these three figures from history along with others are simply now parroted by a new generation of atheists who claim that a belief in God is intellectually unwarranted. Is this truly the case? Is belief in God a rationally unacceptable position to hold? Is there a logical and reasonable argument for the existence of God? Outside of referencing the Bible, can a case for the existence of God be made that refutes the positions of both the old and new atheists and gives sufficient warrant for believing in a Creator? The answer is, yes, it can. Moreover, in demonstrating the validity of an argument for the existence of God, the case for atheism is shown to be intellectually weak. To make an argument for the existence of God, we must start by asking the right questions. We begin with the most basic metaphysical question: Reality is an illusion. Reality is self-existent eternal. Reality was created by something that is self-existent. So, which is the most plausible solution? So the possibility of reality being an illusion is eliminated. Next is the option of reality being self-created. The possibility of reality being self-created is one of those types of statements for the simple reason that something cannot be prior to itself. If you created yourself, then you must have existed prior to you creating yourself, but that simply cannot be. Now we are left with only two choices—“an eternal reality or reality being created by something that is eternal: The 18th-century theologian Jonathan Edwards summed up this crossroads: But the question now is, where does the evidence lead? Does the evidence point to matter before mind or mind before matter? To date, all key scientific and philosophical evidence points away from an eternal universe and toward an eternal Creator. From a scientific standpoint, honest scientists admit the universe had a beginning, and whatever has a beginning is not eternal. In other words, whatever has a beginning has a cause, and if the universe had a beginning, it had a cause. All prove the universe is not eternal. Further, the laws that surround causation speak against the universe being the ultimate cause of all we know for this simple fact: This being true, no atheist can explain how an impersonal, purposeless, meaningless, and amoral universe accidentally created beings us who are full of personality and obsessed with purpose, meaning, and morals. Such a thing, from a causation standpoint, completely refutes the idea of a natural universe birthing everything that exists. So in the end, the concept of an eternal universe is eliminated. Mill not a Christian summed up where we have now come to: Or to put it in a logical set of statements: Can we infer things about Him from what He created? In other words, can we understand the cause by its effects? The answer to this is yes, we can, with the following characteristics being surmised: Only cognitive being can produce cognitive being. These things being true, we now ask if any religion in the world describes such a Creator. The answer to this is yes: He is supernatural Genesis 1: The former only needs to find a single red eagle to prove his assertion. But the latter must comb the entire universe and literally be in every place at once to ensure he has not missed a red eagle somewhere and at some time, which is impossible to do. This is why intellectually honest atheists will admit they cannot prove God does not exist. Next, it is important to understand the issue that surrounds the seriousness of truth claims that are made and the amount of evidence required to warrant certain conclusions. For example, if someone puts two containers of lemonade in front of you and says that one may be more tart than the other, since the consequences of getting the more tart drink would not be serious, you would not require a large amount of evidence in order to make your choice. However, if to one cup the host added sweetener but to the other he introduced rat poison, then you would

DOWNLOAD PDF QUESTION TWO : WHY DOES THIS PERSON HOLD THIS BELIEF?

want to have quite a bit of evidence before you made your choice. This is where a person sits when deciding between atheism and belief in God. Since belief in atheism could possibly result in irreparable and eternal consequences, it would seem that the atheist should be mandated to produce weighty and overriding evidence to support his position, but he cannot. Atheism simply cannot meet the test for evidence for the seriousness of the charge it makes. Instead, the atheist and those whom he convinces of his position slide into eternity with their fingers crossed and hope they do not find the unpleasant truth that eternity does indeed exist. Is there a rational, logical, and reasonable argument for the existence of God? While atheists such as Freud claim that those believing in God have a wish-fulfillment desire, perhaps it is Freud and his followers who actually suffer from wish-fulfillment: But refuting Freud is the God of the Bible who affirms His existence and the fact that a judgment is indeed coming for those who know within themselves the truth that He exists but suppress that truth Romans 1: But for those who respond to the evidence that a Creator does indeed exist, He offers the way of salvation that has been accomplished through His Son, Jesus Christ:

DOWNLOAD PDF QUESTION TWO : WHY DOES THIS PERSON HOLD THIS BELIEF?

Chapter 7 : Is there such a thing as absolute truth / universal truth?

I do not believe this is fair as 23 children die needlessly each year. It is to remember the war against the Capitol and it shows that all the districts are weak and dependent on the Capitol for food.

Next Why do some people hold the belief that I should be held directly responsible for the well being of others? I am referring specifically to the idea that I should be taxed heavily to pay for Welfare and Universal Healthcare simply because I have chosen be responsible in life. Now I am not against providing a helping hand to others in need so that they might attain a level where they can help themselves. However, some believe that people should be entitled to this help for a lifetime and in no way should be held responsible for providing for themselves in these areas. This is one area of the liberal mindset which I have never been able to properly justify in my own mind. If someone can explain this rationally I would be interested in hearing that explanation. I have a great life and I think we can safely say you have no answer for the question. I always strive to give critical review to all ideas because you never know who will come up with a good one and if you are predisposed to ignore one side of the argument you are sure to miss something that might be really beneficial. No you do not understand what I am saying at all. I am not against paying taxes. I am not against a helping hand for the poor. What I am against is lifetime entitlements based on the idea that people cannot help themselves. People respond to the level of expectation set. If you convince them they are If you convince them they are helpless it becomes a self fulfilling prophesy for too many. You want a public response? You shall have it. Your thinking is not only socialist in nature, but also elitist and condescending. You hold the idea that certain subsets are incapable of doing for themselves and therefore create a victim status in society which must be taken care of through redistribution You hold the idea that certain subsets are incapable of doing for themselves and therefore create a victim status in society which must be taken care of through redistribution of wealth from people who strive to achieve. This is because in your opinion some can never rise above their circumstance while others you deem less worthy have more than they deserve. This thinking has been proved wrong time and again by many people. Now since you like to cite reading material, I have some for you.

DOWNLOAD PDF QUESTION TWO : WHY DOES THIS PERSON HOLD THIS BELIEF?

Chapter 8 : without a diagnoses of insanity

Do people criticize your beliefs and facts or do they criticize you? This person can not speak for all non-Conservative just as you are not responsible for all Conservatives. However, this is my experience.

MattClarke Very often people hold contradictory beliefs with no discomfort. For example consider the US Congress. Polls consistently show that Americans have an extremely low opinion of Congress. Yet at the voting booths, Americans overwhelmingly return their own Congressmen to office over and over and over for years. That is a classic example of human beings clearly exhibiting contradictory behavior with absolutely no discomfort at all. They literally do not see their own contradictory beliefs because they have already rationalized them away. With logic you can rationalize anything away. You can only choose not to see it. But those examples are not contradictions in the technical sense I think the OP is meaning. As corsiKa pointed out in an earlier response to you, "I love you" and "I hate you" are not contradictory. And there is no contradiction between someone having a low opinion of Congress and voting them in again. But the rest of your answer seems little applicable to what I took to be the meat of the question. The OP asked if difficulty or impossibility in believing contradictions is a feature of mind. And the answer is that it really depends on what you mean by believing contradictions. OP asked why is it that humans cannot believe in contradictions, in the most literal sense of A and not A at the same time. My take on it is that minds hold belief systems, complex networks of differently related facts with different certainty levels and relationships. This complexity of the networks is that gives rise to cognitive dissonance: The purpose of this network of beliefs is to be able to understand the world, predict it and interact with it. Facts are as simple as logic proposes, little bits of knowledge of "X is true" and "Y is false". This is why contradictions have this strange feeling into our mind: If statements are generic enough so that anything could be derived from them, contradictions on these statements are generic enough so that we may question everything we know. Notice I include paradoxes in contradictions, because the heart of a paradox is displaying one truth that contradicts itself.

DOWNLOAD PDF QUESTION TWO : WHY DOES THIS PERSON HOLD THIS BELIEF?

Chapter 9 : The Will to Believe - Wikipedia

It is important for leaders to question WHY they feel the need to hold people accountable because their underlying belief could be creating the very environment that, ironically, generates the mistrust and low expectations that people live down to (and promotes the need for accountability).

They are a result of incomplete or distorted information accepted as fact without question" 8. A stereotype is simply a widely held belief that an individual is a member of a certain group based on characteristics. Due to the process of overgeneralization within social perception, stereotyping leads to a great deal of inaccuracy in social perception. Sex, race, age, sexual orientation, religion and physical ability are various categories which exist in stereotyping. The most prevalent and controversial forms are sex and race. The Williams and Best gender study from found that within 30 different countries, males were typically characterized as adventurous, powerful, domineering and independent. Females, on the other hand, were characterized as sentimental, submissive and superstitious 5. Racial studies have found that descriptions such as Jews are shrewd and ambitious, African-Americans have special musical and athletic ability and Germans are methodical and efficient, are commonly used to label these ethnic groups. Slowly, society has been making a slight transition away from stereotyping. Unfortunately it is a difficult process, especially since we rely on second-hand sources for our information for the majority of our knowledge. The main outlet of second-hand information is the mass media 7. As a result of depending largely on the second-hand source of mass media, mass media in turn plays a major role in determining the content of our culture. Stereotyping is a product of culture, therefore, mass media have a strong influence in supporting and tearing down stereotypical characteristics. So why do Stereotypes persist? Three key factors 1. As audience members we are bombarded with much more information than we can process. Our tendency is to reduce complexity to simplicity. We trade-off for simplification, which can lead to inaccuracy and we are often unaware of this deduction 2. Stereotypes are results of selectivity in social perception: We tend to see what we expect to see, and we have a tendency to twist and distort the characteristics of others until it fits our stereotype of that particular group 2. This is the most influential factor in stereotyping. Our perceptions are highly subjective, and many people subscribe to derogatory descriptions of ethnic groups.