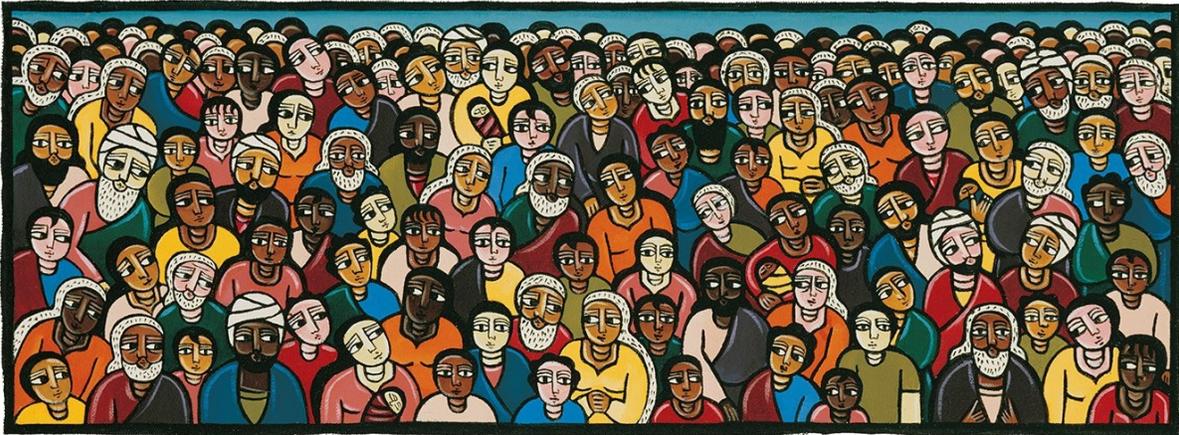


**HON3010-1 Christianity in Global Perspective
Spring 2023**

Dr. Montague R. Williams
Email: mwillia1@pointloma.edu
Office: Smee 202
Meeting Hours: by appt
Phone: 619-849-3282

Days: Tues and Thurs
Time: 8am to 9:15am
Location: RLC 104
Final Exam: May 2 @ 7:30am



Artwork: "Love One Another," *Book of the Gospels* by Laura James, 2001.

PLNU MISSION – To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

PLNU Foundational Explorations Program Statement

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and cultures.

COURSE DESCRIPTION

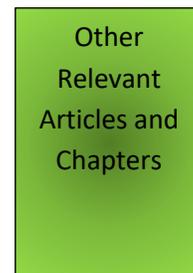
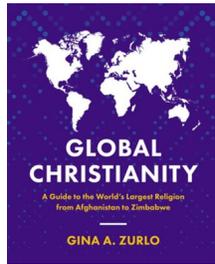
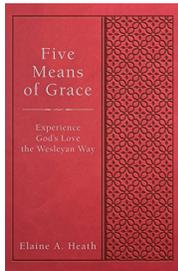
This course introduces students to the rich depths and diverse expressions of the Christian tradition. Students will learn about the historic roots and development of the Christian church and its theology and practices while engaging the variety of historical and contemporary expressions of Christian faith.

Students will be challenged to recognize their own cultural biases even as they are encouraged find practical ways to deepen their commitment to and participation in the Body of Christ.

COURSE LEARNING OUTCOMES

1. You will engage in meaningful dialogue regarding matters in theology and intercultural studies.
2. You will consider historical and theological factors pertaining to Christian faith as developed and practiced in various areas around the world.
3. You will reflect on and analyze the practice of worship alongside other Christian practices.
4. You will discuss ways of engaging a global perspective of Christian faith even within the limits of a localized context.

REQUIRED BOOKS



ALL REQUIRED READINGS

Whole Books:

Heath, Elaine A. *Five Means of Grace: Experience God's Love the Wesleyan Way*. Nashville, TN: Abingdon Press, 2019.

Hendrix, John. *The Faithful Spy*. New York: Amulet Books, 2018.

Van Opstal, Sandra Maria. *The Next Worship: Glorifying God in a Diverse World*. Downers Grove, IL: IVP Books, 2016.

Zurlo, Gina A. *Global Christianity: A Guide to the World's Largest Religion from Afghanistan to Zimbabwe*. Grand Rapids, MI: Zondervan Academic, 2022.

Other readings:

*Other excerpts, chapters, and/or articles from the following sources.

Cooper, Derek. *Introduction to World Christian History*. Downers Grove, IL: IVP Books, 2016.

Gener, Timoteo D. "Christologies in Asia: Trends and Reflections," in *Jesus without Borders: Christology in the Majority World* edited by Gene L. Green, Stephen T. Pardue, and K. K. Yeo. Grand Rapids, MI: Eerdmans, 0214.

Gonzalez, Justo. *The Story of Christianity Vol. 2*. New York: HarperOne, 2010.

Mbuvi, Andrew. "Christology and Cultus in 1 Peter: an African (Kenyan) Appraisal." *Jesus without Borders: Christology in the Majority World*. Grand Rapids, MI: Eerdmans, 2016.

Tisby, Jamar. "Making Race in the Colonial Era." *The Color of Compromise*. Grand Rapids, MI: Zondervan. 2019.

Wesley, John. *Thoughts Upon Slavery*. London, 1778.

Williams, Montague R. "What is the Church?" in *Essential Beliefs: A Wesleyan Primer*. Kansas City, MO: Beacon Hill Press, 2017.

* The professor will either provide these chapters and articles or direct you on how to find them in the PLNU physical and digital library.

ASSESSMENT AND GRADING

Assignments	% of total grade
Means of Grace	5%
Classmate Interview Paper and Presentation	5%
Participation	20%
Reading Reports	20%
Presentation on Christianity in Context (group project)	25%
Global Expression Project (individual final project)	25%

Grading Scale:

A = 93-100%	B+ = 87%-89%	C+ = 77%-79%	D+ = 67%-69%	F = 0 – 59%
A- = 90-92%	B = 83%-86%	C = 73%-76%	D = 63%-66%	
	B- = 80%-82%	C- = 70%-72%	D- = 60% – 62%	

ASSIGNMENT DESCRIPTIONS

Means of Grace – (altogether worth 5% of course grade): All upper division Foundational Exploration theology courses require students to reflect on Elaine Heath’s book, *The Five Means of Grace*, and participate in assignments that involve three to four of the Christian practices or “means of grace” the author discusses in the book. With this in mind, each student will be assigned three means of grace to practice during the

course. Students will engage in the practice of *prayer, searching the Scriptures*, and one of the following: *The Lord's Supper, Fasting, or Christian Conferencing*. See the course schedule for dates.

You have a great deal freedom in discerning how you will do this as long as it connects with the explanations of the practice in Heath's book. You will complete these practices on your own or with people in your life, but you will have the opportunity to talk about your experiences with your dialogue group.

You will have a brief report for each means of grace that asks you to describe how you engaged in the required practice. While it is not required, you might find it helpful to personally journal on those questions and simply write a concise version of your responses when completing the quiz.

The questions will be as follows:

1. Which means of grace did you practice this week?
2. How did you practice that means of grace this week?
3. Pick two questions from the end of the corresponding chapter in Elaine Heath's book, *Five Means of Grace*, and answer them with the chapter and your experience in mind. *Each response should be two to three substantive sentences.*
4. Do you see this practice being part of your life? If so, how? If not, how come? *Your response should be two to three substantive sentences.*
5. Did you journal on these questions before giving your answers here? *This simply calls for a yes or no, and there is no wrong answer.*

Once again, you might find it helpful to personally journal on those questions and simply write a concise version of your responses when completing the report.

*As can be seen through this assignment, this course will include practices of Christian spirituality. While the professor does hope you find these meaningful for your own reflection and meaning-making, the professor does not assume that everyone at PLNU is a Christian. If you do not feel comfortable engaging in Christian practices, please know that the professor is willing to discern alternative options for you. Simply inform the professor during the first week of class and set up a meeting to discuss alternatives.

Classmate Interview Paper and Presentation (5% of course grade) – Students will submit a 500 to 600-word paper about another person in the class. More specifically, you will interview an assigned partner from the class and write your paper with the components and flow listed below. The paper is due via Canvas by the beginning of class on the due date listed on the course schedule. You'll also notice on the course schedule that there is a day in Unit 1 dedicated to Classmate Interview Presentations. On this day, you and your assigned partner will present on each other. Each presentation should be 3 to 5 minutes. The presentations should be based on your paper but not completely tied to your paper. The presentation should be lively and offer insight that could not fit within the constraints of the paper. Additionally, be sure to check with your partner to see if there is anything that came up in the interview that they would not feel comfortable with you sharing during the presentation.

A Few Words on the Interview: You will notice below that the paper requires particular information. The interviews should focus on those matters. The goal of the interviewer is to listen well and take the kind of notes that would be helpful in writing a high-quality paper. ***Do not record the interviews.***

You do not need to share anything you're uncomfortable sharing or consider too personal. Please note that if your partner asks you a question or gives an answer that seems inappropriate or crosses a boundary, you can end the interview.

A Few Words on the Paper: A grading rubric will be provided. However, please note that the following components need to be included in the paper with each section using the listed wordcount.

1. An introduction that clarifies which classmate you interviewed, their major, and how they landed on coming to PLNU for college. (50 to 100 words.)
2. If your partner identifies with a particular faith, how would they describe the kind of worship gatherings in which they normally participate? If your partner does not identify with a particular faith, how does your partner gather with others in intentional ways around shared hope, meaning, and identity? (100-125 words.)
3. What aspects of Unit 1 did your partner find most helpful, intriguing, or helpfully challenging? What did you partner learn in Unit 1? What did they do to contribute to the learning process? What other factors helped with the learning process? (100-150 words.)
4. Looking at the syllabus, what aspect about the Christianity in Global Perspective course is your partner looking forward to the most in Unit 2 or Unit 3? Share about your partner's familiarity with the topic of Christianity in a Global Perspective. (100-125 words.)
5. What insights did you learn from your partner, and what do you hope they experience or encounter this semester? (100-150 words.)

If you feel uncomfortable about being partnered with a particular individual in class, please let the professor know via email by Friday of the first week of class. You do not need to explain why you feel uncomfortable about being partnered with that person.

Participation (20% of course grade) -- This includes participation in classroom dialogue, online dialogue, classroom activities, conference attendance, and any course trips.

Regarding classroom dialogue: The professor may call upon any student to answer a question or expound upon a particular topic or reading. Students who are regularly punctual and present without unexcused absences or tardies have met the bare minimum requirement for participation, namely being present. These students can expect to earn at least a D for their participation score at the end of the semester. Students who do this but also *regularly participate* in classroom dialogue in a substantive manner can expect to earn at least a B for their participation grade. Students who *exemplify* regular participation can expect to earn an A for their participation grade at the end of the semester.

Regularly participating in class means you are consistently offering thoughtful comments and questions as well as respectfully supporting the regular participation and perspectives of fellow students. You do not have to agree with your fellow students. Come to the (literal, virtual, and metaphorical) table with the humility and readiness to learn from your peers, share with your peers, and challenge your peers when appropriate. *Last note: Rather than simply finding a way to talk a lot, focus your concern on doing your part to promote meaningful course dialogue regarding the reading and classroom activities.*

Regarding course trips: This course will include a visit to and reflection upon La Iglesia Fronteriza / Border Church in Tijuana, Mexico. More details will be provided. However, please know that you will need (1) to set aside the whole Sunday for travel, (2) bring your valid passport, and (3) bring a bottle of water. You can learn more about border church here: <https://www.friendshippark.org/borderchurch>

- There are a few options for when we do this church visit. We will discuss possibilities during the first and second week of class before finalizing the visit date.
- If attending The Border Church is not possible for you (due to available dates or the required walking), it will be possible to propose and receive approval for a different church visit. You must discuss this with the professor well in advance of the trip.

Regarding conferences: This course requires attendance and reflection on two lectures from the 2023 Wiley Lecture Series held at PLNU during March 27-29, 2023. The lecturer is Dr. Adam Perez of Belmont University (Nashville, TN).

Dates: March 27-29, 2023 in Crill Auditorium

Series Title: "More Than a Song": The History, Theology, and Practice of Contemporary Praise and Worship

Public Lectures:

Lecture 1: "Raise a Hallelujah": The Bible and the Origins of Contemporary Praise and Worship

***Monday March 27, 2023 11:00-11:50am, Crill Performance Hall**

Lecture 2: "Revelation Song": Contemporary Praise and Worship as Eschatological Participation

***Monday March 27, 2023 1:30-2:20pm, Crill Performance Hall**

Lecture 3: "Goodness of God": The Emotional Limits of Contemporary Praise and Worship

***Tuesday March 28, 2023 9:30-10:20am, Crill Performance Hall**

Lecture 4: "Battle Belongs": Contemporary Praise and Worship in Spiritual and Social Contexts

***Wednesday March 29, 2023 8:30-9:20am, Crill Performance Hall**

Reading Reports (20% of course grade) – You will complete a reading report for every reading assignment. The reading reports are due at the beginning of the class time for which its corresponding reading is due. You will submit your reading reports on Canvas, but you should also write your responses in your notes, so you can bring them to class. Every reading report will have you provide responses for the following:

1. Two meaningful quotes from the reading that would be worth remembering after the course or even after your college years are over. Cite the page numbers. Be ready to share why you picked those quotes.
2. One question that can help those who read the assignment engage in meaningful conversation. Don't be vague; build upon a specific idea or concept in the reading.

3. One way the reading connects to real life experiences you know about—either yours, someone else’s, an organization, or a social situation you know about.

Presentation on Christianity in Context (25% of course grade) – The Presentation on Christianity in Context assignment is worth 25% of the student’s course grade. The purpose is to give students the opportunity for interest-based research and give the class the opportunity to gain in-depth insight and understanding of Christianity in different contexts around the world. Depending on the size of the class, the class will be divided into two to five groups that can range anywhere from 2 to 5 students. Each group will be assigned one of the following topics:

- Christianity in Asia
- Christianity in Africa
- *Christianity in Latin America and the Caribbean

Presentation format:

- The presentation needs to be 40 to 50 minutes total.
- The presentation needs to be interactive and foster meaningful conversation with the whole class.
- Along with an intriguing introduction, demographic information on five countries, and a summative conclusion, the presentation needs to engage the following questions:
 - How does Christian faith touch, sound, look, taste, and smell in the contexts?
 - How are Christian practices are engaged there?
 - What aspects of Christian practice are unique to those contexts? Why are practices engaged in this way?
 - How do Christian practices in those contexts relate to and differ from each other?
 - How do Christian practices in those contexts relate to and differ from the faith practices of group members?
- The presentation must engage information about five countries in the assigned region and reference the Zurlo text. The group must inform the entire class on what their selected five countries are by the class period before their presentation date. This way, the class can read about those countries in the Zurlo text and develop their own questions. See the course schedule for the presentation dates.
- Additionally, the students will need to help the class have a deeper sense of Christianity in those countries. This will require research and preparation beyond the Zurlo text. This research should include at least two peer-reviewed journal articles beyond course readings. The journal articles can involve various approaches: historical, sociological, theological, and ethnographic / qualitative studies.
- A high-quality slide show (PowerPoint, Keynote, Prezi, etc.) must be included.
- The presentation needs to include visual, audio, and/or experiential aspects that encourage understanding and participation.

Here is a list of some ideas to begin your exploration of Christian practices.

Asia

1. What is Chuseok in South Korea, and how do Christians participate in it?
2. Why is there a rise of Black Gospel music in Japan, and how is this manifested?
3. What is the Aglipayan Church in the Philippines? How did it develop, and what are its commitments and practices today?

4. What are the distinct practices of Yeshu Bhakti faith in India? What do the symbols and practices mean?
5. How did Indian Christian Day develop, and how is it celebrated?

Africa

1. What is the The Circle of Concerned African Woman Theologians organization in Ghana? What are its practices and how far does its influence reach?
2. How do eucharist practices among Protestant, Catholic, and Independent Christians in Kenya compare and contrast to each other?
3. How do Christians in Ghana respond to the recent phenomenon of the elaborate funeral and fantasy coffin industry?
4. How do Coptic Christians in Egypt understand and embrace their church's significance in Christian history?
5. How do some African Christian faith communities participate in ancestor interaction? What are the practices and theological understandings?

Latin America and the Caribbean

1. A comparison of the Las Posadas neighborhood practices in Mexico, Guatemala, and Honduras.
2. An in-depth discussion of the Rosca de Reyes practice in Mexico and how it differs from the Three Kings Cake practice in France and Three Kings Day in New Orleans.
3. What Christian groups foster positive, neighbor-loving relationships between Haitians and Dominicans on their shared island amidst the challenges of racism, poverty, and borders? How do these Christian groups accomplish this?
4. How are Christian groups involved in interfaith practices and community in Guyana?
5. How do any Amerindian groups in Guyana interact with Christian faith?
6. How do African practices influence Christian practices in at least three different Latin American and Caribbean countries (one Spanish-speaking, one Portuguese-speaking, one English-speaking, and/or one French-speaking).

See the course schedule for the presentation dates.

To assist the professor in offering fair individual grades amidst this group project and to make space for communication about complications, students *will submit one peer evaluation form on Canvas by 11:59pm by the end of their presentation week*. This form asks direct questions to help you evaluate your own contributions as well as the contributions of each person in your group. Submitting this form is very important. ***Individuals who do not submit a peer evaluation form have not yet completed their portion of the project and will receive a 0% on the entire project.***

*You'll notice that Latin America and the Caribbean are grouped together in this assignment. If the class size were bigger than what is projected for Spring 2023, there would be a group dedicated to researching Christianity in the English-speaking and French-speaking Caribbean. However, due to class size and partly due to the limits of the Zurlo text, the group focusing on Latin America and the Caribbean will need to include at least one country from the English-speaking Caribbean. Along with geographical relatedness, there is also some related history of colonization Spanish-speaking, Portuguese-speaking, English-speaking, and French-speaking countries in Latin America and the Caribbean. That said, there is reason to study and discuss these contexts together.

Global Expression Project (25% of course grade) – The Global Expression Project is the final project for this course. There are three components to this project (1) your original creation, (2) your artist's memo, and (3)

your presentation. Please see the course schedule for the due date. For a description of the four components, see the explanations below.

- 1) Your original creation. You will submit *your own original creation* that substantively *expresses* and builds upon content from this course. This project can focus on theological, sociological, historical, or other concepts from *any unit*, and it can be done in a variety of ways (i.e., painting, poetry, story, short film, song, music video, podcast, recorded sermon, game, app, built structure, machine, organizational chart, business plan, spreadsheet, concept illustration, food, clothing, etc.).

While it is true that many do not feel as if they are creative people, the theological reality is that every human being is created in the image of God—the Creator of all things. We are created as creative beings by a creative God. As you prepare for this assignment, feel free to try your hand at something new. However, don't assume creativity is limited to a stereotypical box. Take a moment to reflect on the ways you are a creative being before jumping into a project.

*Also know that the method of creation also contributes to the work. For example, a student could create a simple project that is based on visiting three congregations of different languages over the semester.

- 2) Your artist's memo. Along with your original creation, you must submit an "artist's memo" that explains your intentions undergirding the composition of your original creation. Your explanation in the "artist's memo" needs to make it very clear that you understand the course content and that your original creation has been created in a thoughtful and careful manner. The length of the "artist's memo" is 100 – 250 words. The "artist's memo" needs to answer the following questions:
 1. What is the significance of this piece?
 2. How does it substantively relate to a designated unit of the course?
- 3) Your presentation. During the final exam time slot, each student will give a 5-minute presentation to the class on their project and field questions.

INCOMPLETES AND LATE ASSIGNMENTS

Unless otherwise stated by the professor assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

FINAL EXAMINATION POLICY

Successful completion of this class requires a final project and presentation **on its scheduled final exam day**. The final examination schedule is posted on the Workday site. The final project for this course is the Global Expression Project. See details for this assignment in the syllabus.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

If you have a diagnosed disability, please contact PLNU's Educational Access Center (EAC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2533 or by e-mail at EAC@pointloma.edu. See [Disability Resource Center](#) for additional information.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

INCLUSIVE LANGUAGE

The School of Theology and Christian Ministry is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, the school urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussion, and in their writings. Thus, terms like "man" or "mankind" or the pronoun "he," should not be used to refer to all humans. Instead "people," "humanity," "humans," and "he or she" better acknowledge women as full persons.

Course Schedule

HON3010-1: Christianity in Global Perspective

Please note that this schedule could change, especially if updated Covid restrictions allow for course trips and pilgrimages.

WEEK	Date	TOPIC	READINGS DUE	Other Items Due	CLO
Week 1	Thur 1/12	Intro and Syllabus Review			1
Unit 1: Theology, Faith, and Intercultural Dynamics					
Week 2	Tue 1/17	What is Christian Theology Anyway?			2
	Thu 1/19	The Apostles Creed and the Nicene Creed	Heath, entire book	Reading Report	2
Week 3	Tue 1/24	Class on Canvas: A Broad View of the Church	Williams, "What is the Church?"	Reading Report	1, 2
	Thur 1/26	Class on Canvas: Considering the Branches of Christianity	Zurlo, xv - xx, and 19-32	Reading Report	1, 2
Week 4	Tue 1/31	What's Normal Got to Do with It?	Van Opstal, Ch. 1-2	Reading Report <i>Means of Grace 1</i>	1, 2
	Thur 2/2	Christianity as a Global Faith Tradition	Van Opstal, Ch. 3	Reading Report	1, 2
Week 5	Tue 2/7	Class on Canvas: Models and Components of Diverse Worship	Van Opstal, Ch. 4-5	Reading Report <i>Means of Grace 2</i>	1, 2, 3
	Thur 2/9	Classmate Interview Presentations		<i>Classmate Interview Papers</i>	1,3,4
Unit 2: Christianity in Global Contexts – Origins and Contemporary Happenings					
Week 6	Tue 2/14	Asian Christianity - 1 st to 7 th Centuries	Cooper, Ch. 1	Reading Report <i>Means of Grace 3</i>	1, 2
	Thur 2/16	Asian Christianity Today	Zurlo, 8-9	Reading Report	1, 2
Week 7	Tue 2/21	<i>Group Presentation on Christianity in Asian Countries</i>			1,2,3,4
	Thur 2/23	African Christianity - 1 st to 7 th Centuries	Cooper, Ch. 2	Reading Report	1, 2
Week 8	Tue 2/28	African Christianity Today	Zurlo, 6-7	Reading Report	1, 2
	Thur 3/2	<i>Group Presentation on Christianity in African Countries</i>			1,2,3,4
Week 9	Tue 3/7	No Class – Spring Break			
	Thur 3/9	No Class – Spring Break			
Week 10	Tue 3/14	European Christianity – 1 st to 7 th Centuries	Cooper, Ch. 3	Reading Report	1,2
	Thur 3/16	European Christianity Today	Zurlo, 10-11	Reading Report	1,2
Week 11	Tue 3/21	European Christianity and the Origins of Race	Wesley, "Thoughts Upon Slavery"		1,2,3,4

			Tisby excerpt		
	Thur 3/23	Latin American and Caribbean Christianity – 15 th to 18 th Centuries	Gonzalez excerpt	Reading Report	1,2
Week 12	Sun 3/26	Potential Date of Border Church Visit in Tijuana, Mexico			
	Tue 3/28	Wiley Lectures		Lecture Report	3
	Thu 3/30	Wiley Lectures		Lecture Report	3
Week 13	Tue 4/4	Latin American and Caribbean Christianity Today	Zurlo, 12-13 Roderick essay	Wiley Lecture Reflection	1,2
	Thur 4/6	Presentation on Christianity in Latin American and Caribbean Countries		Border Church Reflection	1,2,3,4
Unit 3: Theology, Ethics, and Global Politics					
Week 14	Tue 4/11	Class on Canvas: Bonhoeffer amidst the Holocaust	Hendrix, Ch. 1 and 2	Reading Report	1,4
	Thur 4/13	Class on Canvas: Sketching Meaningful Moments in Graphic Novel Panels	Hendrix, 3 and 4	Reading Report	1,4
Week 15	Tue 4/18	Bonhoeffer's Theological Ethics Today	Hendrix, Ch. 5 and 6	Reading Report	1,2,3,4
	Thur 4/20	Writing Collective Prayers regarding justice, church, and society			1,2,3,4
Week 16	Tue 4/25	Jeopardy! – Global Christianity Edition			
	Thur 4/27	Course Review and Open conversation on lingering questions			
Finals Week	Tue 5/2	Global Expression Projects 7:30am		Global Expression Project	