

HON3010- Global Christianity  
3 Units- Spring 2024



**Meeting days/times: Tuesday & Thursdays 8-9:15 am**

**Meeting location: Evans Hall 114**

**Final Exam: May 2nd, 8-10 am**

<b>Instructor title and name:</b>	Prof. Jennifer Guerra Aldana
<b>Email:</b>	jennifeguerraaldana@pointloma.edu
<b>Office location and hours:</b>	Smee 210- Tuesday and Thursday 10 am-1 pm

**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 is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**Foundational Explorations Mission**

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 culture.

**Course Description**

This course introduces students to the rich depths and diverse expressions of the Christian tradition. Students will learn about the historical roots and development of the Christian church and its theology and practices while engaging in a variety of historical and contemporary expressions of the Christian faith. Students will be challenged to recognize their own cultural biases even as they are encouraged to find practical ways to deepen their commitment to and participation in the Body of Christ.

**Course Learning Outcomes**

1. Students will engage in meaningful dialogue regarding theology and intercultural studies matters.
2. Students will recognize the interrelatedness of the historical, theological and worship aspects of the Christian faith as developed and practiced in various areas around the world.

3. Students will develop an awareness and sensitivity of the implications and significance of Christianity in a global context.
4. Students will honor and recognize their whole selves and support one another in fulfilling the co-constructed learning community agreements.

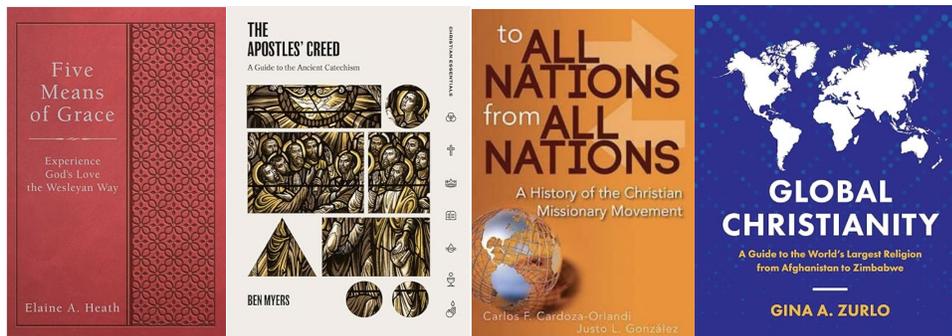
### Land, Labor, and Life Acknowledgement

As students and scholars at PLNU, we acknowledge our presence on the traditional, ancestral, and unceded territories of the [Kumeyaay Diegueño Indian Tribe](#). May we be good guests to the people, the stories, the wisdom, the fruits of the land, and dwell with one another with peace.

### Course Philosophy

Learning is a communal and collaborative process. Therefore, I hope we can co-construct an environment of rich conversation and critical engagement. I expect students to engage deeply with the readings, come ready to have meaningful discussions, and engage the content with curiosity and effort. *I believe in active learning.* I recognize that I will ask you to engage in theological reflection and conversation in this course that may feel beyond your level of expertise or comfort- embrace it! Lean in, take risks, and give your best effort. As your professor, I commit to providing feedback and being a partner in learning. *The best learning happens when we are stretched beyond what we know or are comfortable with but not to the point of becoming overwhelmed.* Communication will be critical; the more you choose to share, the better I can partner with and support you.

### Required Texts and Recommended Study Resources



- **Five Means of Grace** by Elaine A. Heath / ISBN-13: 978-1501835643 / 2017
- **The Apostles' Creed: A Guide to the Ancient Catechism** by Ben Myers / ISBN-13: 978-1683590880 / 2018
- **To All Nations from All Nations** by Carlos F. Cardoza-Orlandi & Justo L. Gonzalez / ISBN-13: 978-1426754890 / 2013
- **Global Christianity: A Guide to the World's Largest Religion from Afghanistan to Zimbabwe** by Gina A. Zurlo / ISBN-978-0-310-11361-4 / 2022

### Assessment and Grading

Grades will be based on the following:

	<b>Grading Scale:</b> A=93-100%
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<p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>● <b>Participation and Reading Reports (200)</b> <ul style="list-style-type: none"> <li>○ Attendance &amp; Participation (100)</li> <li>○ Reading Reports (100)</li> </ul> </li> <li>● <b>Reflections (400)</b> <ul style="list-style-type: none"> <li>○ Streams of Christianity (50)</li> <li>○ Diverse Worship (50)</li> <li>○ Lecture Reflection (100)</li> <li>○ Sentipensar Journal (200)</li> </ul> </li> <li>● <b>Group Presentations (200)</b> <ul style="list-style-type: none"> <li>○ Christianity in Context (100)</li> <li>○ OJO: Border Pilgrimage Reflection (100)</li> </ul> </li> <li>● <b>Final: Global Expression Project (200)</b></li> </ul> <p><b>TOTAL POSSIBLE POINTS = 1,000</b></p>	<p>A-=92-90%  B+=87-89%  B=83-86%  B-=80-82%  C+=77-79%  C=73-76%  C-=70-72%  D+=67-69%  D=63-66%  D-=60-62%  F=0-59%</p>
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### Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Class Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

### Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. All of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement, and I will support you throughout your learning in this course.

### Incompletes and Late Assignments

All 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.

### **Spiritual Care**

Please be aware that PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If students have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

### **State Authorization**

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

### **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.

### **Artificial Intelligence (AI) Policy**

Use of Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) is not permitted, and use of these tools will be treated as plagiarism.

### **PLNU Academic Accommodations Policy**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students **speak with their professors during the first two weeks** of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

### **Language and Belonging**

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars, we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice-free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is essential when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars and model the Christ-like quality of hospitality. You may report an incident(s) using the [Bias Incident Reporting Form](#).

### **Sexual Misconduct and Discrimination**

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix).

### **PLNU Attendance and Participation Policy**

Regular and punctual attendance at all class sessions is essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade. **Absences-** Since the class meets weekly, it is imperative that you attend. 2 or more absences will result in a 50% grade reduction, and three or more will result in de-enrollment or failing the course.

#### Note on participation:

For a learning community to be enriching, everyone must come on time and be present for conversation and reflection. To earn the highest grade for participation, come on time, come prepared, and bring your whole self to the discussion.

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. 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.

### Course Trip:

This course will include a border pilgrimage from March 22-24. More details will be provided as you get closer to the date. Please let the professor know if you cannot make this pilgrimage and the reasons why. Know that in order to participate, you will need a valid passport.

- For those who cannot participate, alternative assignments will be discussed in consultation with the professor.

### Lecture Series:

This course requires attendance and reflection on two lectures from the 2024 Wiley Lectures held at PLNU. The lecturer is Dr. Sarah Jean Barton of Duke Divinity School. All lectures will take place in Crill Performance Hall.

**Dates:** February 12-14

**Series Title:** "Beyond Intersession: A Disabled Theology of Prayer"

#### **Public Lectures:**

- Lecture 1: "Lord, Teach Us to Pray: Practicing Disabled Prayer"  
Monday, Feb. 12: 11-11:50 am
- Lecture 2: "Bless the Lord, O My Soul: Prayer as Disabled Joy"  
Monday, Feb. 12: 1:30-2:20 pm
- Lecture 3: "There We Sat Down and Wept: Prayer as Disabled Lament"  
Tuesday, Feb. 13: 9:30-10:20 am
- Lecture 4: "On Earth As It Is In Heaven: Prayer as Disability Justice"  
Wednesday, Feb. 14: 8:30-9:20 am

### **Loma Writing Center**

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research. Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

### **Course Schedule and Assignments**

<b>Date</b>	<b>Class Content</b>	<b>Read &amp; Do Before Class</b>
<b>January 9 Welcome! (CLASS ONLINE)</b>	<ul style="list-style-type: none"><li>● Introduction to Course: Purpose &amp; Syllabus</li><li>● Who are you bringing with you?</li></ul>	<ul style="list-style-type: none"><li>● Buy textbooks</li></ul>

	<ul style="list-style-type: none"> <li>● Getting To Know You Survey</li> </ul>	
Jan. 11 (CLASS ONLINE)	<ul style="list-style-type: none"> <li>● What does it mean to learn?</li> <li>● Sentipensar</li> <li>● Community Learning Agreement</li> <li>● Small Group Intros</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Who are you bringing? video DUE</b></li> <li>● <b>Getting To Know You Survey</b></li> </ul>
<p><b><i>Global Christianity is... the religious response to the life and ministry of Jesus Christ.</i></b></p>		
Jan. 16 The Story of Christianity	<ul style="list-style-type: none"> <li>● Origins of Christianity</li> <li>● Creeds</li> </ul>	<ul style="list-style-type: none"> <li>● Read <u>The Story of Christianity</u>: Introduction-Ch. 2 and submit a reading report (<i>Reading found on Canvas</i>)</li> </ul>
Jan. 18	<ul style="list-style-type: none"> <li>● Significant Schisms</li> <li>● Denominations</li> </ul>	<ul style="list-style-type: none"> <li>● Read <u>The Apostle's Creed</u> pg. 1-33, and submit a reading report.</li> </ul>
Jan. 23 The Theology of Christianity	<ul style="list-style-type: none"> <li>● Nature of God</li> <li>● Nature of Humanity</li> </ul>	<ul style="list-style-type: none"> <li>● Read <u>The Apostle's Creed</u> pg. 34-135, and submit a reading report.</li> </ul>
Jan. 25	<ul style="list-style-type: none"> <li>● Nature of Creation</li> <li>● Nature of the Church</li> </ul>	<ul style="list-style-type: none"> <li>● Read <u>5 Means of Grace</u> Intro-Ch.2 and submit a reading report.</li> </ul>
Jan. 30 The Practice of Christianity	<ul style="list-style-type: none"> <li>● Spiritual Disciplines</li> </ul>	<ul style="list-style-type: none"> <li>● Read <u>5 Means of Grace</u> Ch. 3-5 and submit a reading report.</li> </ul>
Feb. 1	<ul style="list-style-type: none"> <li>● Streams of Christian Thought and Practice</li> </ul>	<ul style="list-style-type: none"> <li>● Read <u>Global Christianity</u> pg.3-5 and submit a reading report.</li> <li>● <b>Streams of Christianity Reflection DUE</b></li> </ul>
Feb. 6 Diverse Worship	<ul style="list-style-type: none"> <li>● Global faith tradition in our local contexts</li> </ul>	<ul style="list-style-type: none"> <li>● Listen <u>Be the Bridge Podcast Episode 259 with Sandra Van Opstal</u> and submit a reading report.</li> </ul>

Feb. 8	<ul style="list-style-type: none"> <li>● Models and Components of Diverse Worship</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Diverse Worship Reflection DUE</b></li> </ul>
Feb. 13	Wiley Lectures @ Crill Performance "Beyond Intercession: A Disabled Theology of Prayer"	
Feb. 15	Monday, Feb. 12: 11-11:50 am & 1:30-2:20 pm Tuesday, Feb. 13: 9:30-10:20 am Wednesday, Feb. 14: 8:30-9:20 am <ul style="list-style-type: none"> <li>● <b>Lecture Reflection DUE</b></li> <li>● <b>Sentipensar Journal Part 1 DUE</b></li> </ul>	
<b><i>Global Christianity is...  shaped by how cultures and geographies interpret their faith in Christ.</i></b>		
Feb. 20 The Early Church	<ul style="list-style-type: none"> <li>● Picture of the Early Church</li> <li>● Missionary Journeys of Disciples &amp; Paul</li> <li>● Canonization of Scripture</li> <li>● The Conversion of Constantine</li> </ul>	<ul style="list-style-type: none"> <li>● Read <u>To All Nations</u> Ch 1,2 &amp; 3, and submit a reading report.</li> </ul>
Feb. 22 Imperialism and Migration	<ul style="list-style-type: none"> <li>● Colonization</li> <li>● Migration Missionary Movements</li> </ul>	<ul style="list-style-type: none"> <li>● Read <u>To All Nations</u> Ch 4, 5 &amp; 6, and submit a reading report.</li> </ul>
Feb. 27 Asia & Pacific Islands	<ul style="list-style-type: none"> <li>● Asian &amp; Pacific Islands Christianity 1st-7th Centuries</li> </ul>	<ul style="list-style-type: none"> <li>● Read <u>To All Nations</u> Ch. 7 &amp; 8 and submit a reading report</li> <li>● Read Global Christianity pg. 8-9.</li> </ul>
Feb. 29	<ul style="list-style-type: none"> <li>● Asian &amp; Pacific Islands Christianity Today</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Asian &amp; Pacific Islands Christianity Today Group Presentation DUE</b></li> </ul>
Mar. 5 & 7	Spring Break	
Mar. 12 Africa	<ul style="list-style-type: none"> <li>● African Christianity 1-7th Centuries.</li> </ul>	<ul style="list-style-type: none"> <li>● Read <u>To All Nations</u> Ch.9, and submit a reading report.</li> <li>● Read Global Christianity pg. 6-7</li> </ul>
Mar. 14	<ul style="list-style-type: none"> <li>● African Christianity Today</li> </ul>	<ul style="list-style-type: none"> <li>● <b>African Christianity Today Group Presentation DUE</b></li> </ul>

<b>Mar. 19 Latin America</b>	<ul style="list-style-type: none"> <li>● Latin America Christianity 15-18th Centuries</li> </ul>	<ul style="list-style-type: none"> <li>● Read <u>To All Nations</u> Ch.10 and submit a reading report.</li> <li>● Read <u>Global Christianity</u> pg. 12-13</li> </ul>
Mar. 21	<ul style="list-style-type: none"> <li>● Latin America Christianity Today</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Latin American Christianity Today Group Presentation DUE</b></li> </ul>
<b>Border Pilgrimage Mar. 22-24</b>		
Mar. 26	<ul style="list-style-type: none"> <li>● Pilgrimage Debrief</li> </ul>	<ul style="list-style-type: none"> <li>● <b>¡OJO! Presentations DUE</b></li> </ul>
Mar. 28 & Apr. 2	Easter Break & No Class	
<b>Apr. 4 Europe</b>	<ul style="list-style-type: none"> <li>● European Christianity 1-7th Centuries</li> </ul>	<ul style="list-style-type: none"> <li>● Read <u>To All Nations</u> Ch.10 and submit a reading report</li> <li>● Zurlo Pg. 10-11</li> </ul>
Apr. 9	<ul style="list-style-type: none"> <li>● European Christianity Today</li> </ul>	<ul style="list-style-type: none"> <li>● <b>European Christianity Today Group Presentation DUE</b></li> </ul>
<b>Apr. 11 Global Wrap Up</b>	<ul style="list-style-type: none"> <li>● Tying it all Together</li> </ul>	<ul style="list-style-type: none"> <li>● Read <u>Global Christianity</u> pg. 14-15</li> <li>● <b>ALL: Sentipensar Journal Part 2 DUE</b></li> </ul>
<b>Global Christianity is...</b> <i>entering the world with sensitivity and awareness of all Christianity means and represents.</i>		
<b>Apr. 16 Intercultural Life</b>	<ul style="list-style-type: none"> <li>● Building cultural awareness</li> </ul>	<ul style="list-style-type: none"> <li>● Read <u>To All Nations</u> Ch. 11 and submit reading report.</li> </ul>
Apr. 18	<ul style="list-style-type: none"> <li>● Convivencia, Solidarity and Hospitality.</li> </ul>	<ul style="list-style-type: none"> <li>● Read <u>Hospitality by Soul Feast</u> on Canvas and submit reading report.</li> </ul>
<b>Apr. 23 Living as Global Christians</b>	<ul style="list-style-type: none"> <li>● Writing Collective Prayers regarding justice, church, and society</li> </ul>	

Apr. 25	<ul style="list-style-type: none"> <li>● Presence &amp; awareness</li> <li>● Sentipensar</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Sentipensar Journal Part 3 DUE</b></li> </ul>
<b>FINAL: May 2</b>	Global Expressions Project Due	

## Assignment Descriptions

### Reading Reports

Students are expected to turn in a reading report to canvas by the beginning of every class. Reports are to be filled out using the template provided.

### Sentipensar Journal

In order to honor and recognize our whole selves, intentional reflection is imperative. Through this 3 part journal, you will track the different emotions, thoughts and questions you have encountered as you have interacted with the content of the particular section.

For each submission, students will

1. Track emotions and big takeaways from each week's content.
2. At the conclusion of the section, students will reflect on the top 4 emotions they have encountered, when did those emotions come up.
3. At the conclusion of the section, students will reflect on the emerging themes found in their weekly reflections.
4. For part 3, students will reflect on the content pieces as well as the semester overall. Students will submit their weekly senti-pensar tracking along with a summative 3-page single-space reflection or a 10 min verbal reflection to canvas.

### Reflections

1. Streams of Christianity: Take some time to take a look at the Christian Denomination Family Tree. Respond to the following questions in a 2-page reflection or a 5-minute video.
  - a. Where would you place your faith tradition in? Is this a tradition your family also practices? Is there a diversity of practices in your family?
  - b. What are branches of the Christian family you have had experience or proximity with?
  - c. What branches of the Christian family would you be open to visiting in the future?
2. Diverse Worship: Respond to the following questions in a 2-page reflection or a 5-minute video.
  - a. Describe the kinds of worship gatherings you have participated in (local church, chapel, communities you visited, etc.)

- b. Describe what is considered “normal” in the worshipping communities you mostly participated in growing up.
  - c. Why do you think knowing what we have labeled normal is important? How does naming this help us be in Christian communities?
3. Lecture Reflection: Respond to the following questions in a 3-page reflection or a 7-minute video.
  - a. Note which two lectures you attended.
  - b. What were the main arguments presented?
  - c. What stood out to you the most?
  - d. What lingering questions do you have?

### **¡OJO! Presentation**

Using journal entries and observations gathered during the border pilgrimage, students will meet with small group and create a 10-slide presentation to share with the classroom.

Slide 1-3: Where did you see beauty & hope?

Slide 4-6: Where did you see the content of this class come alive?

Slide 7-10: If you were to create a post for social media that captures this pilgrimage:

- What would be your cover photo?
- What would your 250-300 word message say?
- What hashtags would accompany your post?

The slide deck or presentation must be uploaded to Canvas before the beginning of class presentations.

### **Christianity in Context Presentation**

The purpose of this assignment is to give students the opportunity for interest-based research and allow the class to gain in-depth insight and understanding of Christianity in different contexts around the world.

Group 1: Christianity in Asia & Pacific Islands

Group 2: Christianity in Africa

Group 3: Christianity in Latin America

Group 4: Christianity in Europe

Each group will prepare a 40-50 minute presentation that highlights the unique expressions of Christianity seen in each world area.

Presentations must include:

- Introduction
- Demographic information on five-seven countries
- Christianity in Context
- Summative Conclusion
- High-quality slide show (PPT, keynote, canva, etc.)
- Visual, audio, and/or experiential aspects that encourage understanding and participation.

Questions to engage:

- How does Christian faith sound, look, taste, touch, and smell in these countries?

- How are Christian practices engaged there?
- What aspects of Christian practices are unique to these contexts? Why are practices engaged in this way?
- How do the Christian practices in those contexts relate to and differ from the faith practices of group members in your small group?

Students will begin with information from the Zurlo book and will need to include at least two peer-reviewed journal articles.

Ideas to begin your exploration...

- Asia & Pacific Islands: What is chuseok in South Korea, and how do Christians participate? What is the Aglipayan Church in the Philippines? How did Indian Christian Day develop, and how is it celebrated? How do some Polynesian faith communities participate in ancestor interaction?
- Africa: What is The Circle of Concerned African Women Theologians organization in Ghana? What are its practices, and how far does its influence reach? How do Coptic Christians in Egypt understand and embrace their church's significance in Christian history? How do eucharistic practices among Protestant, Catholic, and Independent Christians in Kenya compare and contrast to each other?
- Latin America: What are posdas and how are they practiced differently in Mexico, Guatemala, and Honduras? What is Rosca de Reyes and its theological significance? How are Christian groups involved in interfaith practices and community in Guyana?
- Europe: How has church attendance shifted in Europe? What has been the influence of folk stories on holy days in the church?

All students will submit a peer evaluation form on Canvas by the end of their presentation week.

### **Global Expression Project Final**

#### **Part 1: Your Original Creation**

- You will create your own original creation that substantively expresses and builds upon content from this course. You can focus on the theological, sociological, historical, or other concepts from any unit. Choose your medium (painting, poetry, story, short film, podcast episode, song, music video, recorded sermon, game, app, built structure, food, clothing, organizational chart, etc.)

Note: The method of creation is also part of the process; for example, you can choose to create a simple project that is based on visiting three congregations of different languages over the semester.

#### **Part 2: Your Artist's Memo**

- Prepare a 100-250 word memo that explains your project, the explanation needs to make clear connections to course content and ought to convey the thoughtful and careful intention beyond what you created. The "artist's memo" needs to answer the following questions: What is the significance of this piece? How does it substantively relate to a designated movement of the course?

#### **Part 3: Presentation**

- During the final exam time, each student will give a 5-minute presentation to the class.