

THE3070- Global Christianity
3 Units- Fall 2024



Meeting days/times: Mondays 3:00-5:45 pm

Meeting location: Community Classroom Rm 208

Final Exam: Submitted Online

Instructor title and name:	Prof. Jennifer Guerra Aldana
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Office location and hours:	Smee 210- Use the link in email signature to schedule
Teachers Assistant	Kendra Hudson

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 survey course covers Christianity's 2,000-year history by exploring its origins and history in the Middle East, Africa, and Asia. The great expansion of Christianity into Europe and the West will be highlighted with a special focus given also on Christian movements in the Global South.

Course Learning Objectives:

After taking this course, students will be able to:

1. Explain the intellectual integrity, rich diversity, and coherence of the Christian tradition in its historical and global development.

2. Explain the characteristic features of Wesleyan theology and the ways in which it embodies the central affirmations of the Christian tradition.
3. Appreciate an ongoing, lifelong commitment to and participation in the Christian tradition and congregational life.

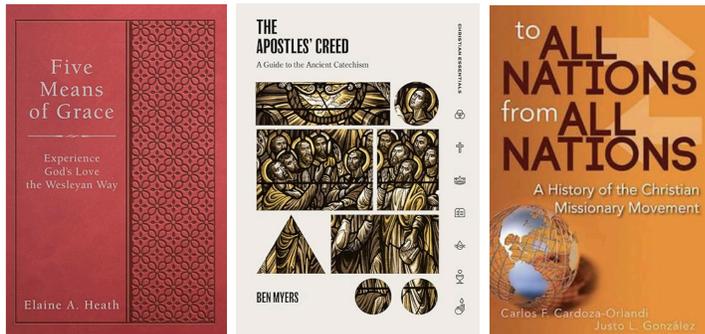
Land, Labor, and Life Acknowledgement

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

Assessment and Grading

Grades will be based on the following:

<p>Assignments:</p> <ul style="list-style-type: none"> ● Participation and Reading Reports (360) <ul style="list-style-type: none"> ○ Attendance & Participation (180) 	<p>Grading Scale:</p> <p>A=93-100% A-=92-90% B+=87-89% B=83-86%</p>
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<ul style="list-style-type: none"> o Reading Reports, 20 pt each (180) ● Reflections (120) <ul style="list-style-type: none"> o Diverse Worship (40) o Extending Hospitality (40) o Sentipensar Mid Semester Reflection (40) ● Projects (330) <ul style="list-style-type: none"> o Christianity in Context (110) o Community Exegesis (110) o Cross-Cultural Practice (110) ● Final: Sentipensar Reflection (190) <p>TOTAL POSSIBLE POINTS = 1,000</p>	<p>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

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

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](#).

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 “humanity,” “humans,” and “he or she” better acknowledge women as full persons. Papers submitted with exclusive language will receive a point deduction (minor, but an incentive to be attentive).

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. 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 or find a list of campus pastors at 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

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

Date	Class Content	Read & Do Before Class
Week 1 September 2	LABOR DAY- No Class	
Week 2 September 9 Welcome!	<ul style="list-style-type: none"> ● Introduction to Course: Purpose & Syllabus ● Who are you bringing with you? ● What does it mean to learn? ● Sentipensar ● Community Learning Agreement ● Small Group Intros 	<ul style="list-style-type: none"> ● Buy textbooks ● “Getting to Know You” survey
<i>Global Christianity is... the religious response to the life and ministry of Jesus Christ.</i>		
Week 3 September 16 The Story of Christianity	<ul style="list-style-type: none"> ● Origins of Christianity ● Creeds ● Significant Schisms ● Denominations 	<ul style="list-style-type: none"> ● Read <u>The Apostle’s Creed</u> pg. 1-94, and submit a reading report.
Week 4 September 23 The Theology of Christianity	<ul style="list-style-type: none"> ● Nature of God ● Nature of Humanity ● Nature of Creation ● Nature of the Church 	<ul style="list-style-type: none"> ● Read <u>The Apostle’s Creed</u> pg. 99-135, and submit a reading report.
Week 5	<ul style="list-style-type: none"> ● Spiritual Disciplines 	<ul style="list-style-type: none"> ● Read <u>5 Means of Grace</u>

<p>September 30 The Practice of Christianity</p>	<ul style="list-style-type: none"> • Streams of Christian Thought and Practice (submit reflection at the end of class) • Group Presentation Small Group Time 	<p>Intro-Ch. 2 and submit a reading report.</p>
<p>Week 6 October 7 Diverse Worship</p>	<ul style="list-style-type: none"> • Global faith tradition in our local contexts • Models and Components of Diverse Worship • Introduction to Community Exegesis 	<ul style="list-style-type: none"> • Read <u>5 Means of Grace</u> Ch.3-6 and submit a reading report • Listen <u>Be the Bridge Podcast Episode 259 with Sandra Van Opstal</u> • Diverse Worship Reflection DUE
<p><i>Global Christianity is... shaped by how cultures and geographies interpret their faith in Christ.</i></p>		
<p>Week 7 October 14 The Early Church</p>	<ul style="list-style-type: none"> • Picture of the Early Church <ul style="list-style-type: none"> ○ Missionary Journeys of Disciples & Paul ○ Canonization of Scripture ○ The Conversion of Constantine • Imperialism and Migration <ul style="list-style-type: none"> ○ Colonization ○ Migration Missionary Movements 	<p>Group-Based Reading</p> <ul style="list-style-type: none"> • Read <u>To All Nations</u> Group 1: Ch 2 Group 2: Ch. 3 Group 3: Ch. 4 Group 4: Ch. 5 <p>Come to class ready to present on main points of the chapter assigned.</p> <ul style="list-style-type: none"> • Sentipensar Mid-Semester Reflection DUE
<p>Week 8 October 21 Asia & Pacific Islands</p>	<ul style="list-style-type: none"> • Asian & Pacific Islands Christianity Group Presentation • Community Exegesis: Look up, Look Down 	<ul style="list-style-type: none"> • Read <u>To All Nations</u> Ch. 7 and submit a reading report • Asian & Pacific Islands Christianity Today Group Presentation DUE
<p>Week 9 October 28 Africa</p>	<ul style="list-style-type: none"> • African Christianity Group Presentation • Community Exegesis: Look at structures 	<ul style="list-style-type: none"> • Read <u>To All Nations</u> Ch. 9, and submit a reading report. • African Christianity Today Group Presentation DUE

Week 10 November 4 Latin America	<ul style="list-style-type: none"> • Latin America Christianity Group Presentation • Community Exegesis: Look for beauty & hope 	<ul style="list-style-type: none"> • Read <u>To All Nations</u> Ch. 10 and submit a reading report. • Latin American Christianity Today Group Presentation DUE
Week 11 November 11 Europe	<ul style="list-style-type: none"> • European Christianity Group Presentation 	<ul style="list-style-type: none"> • Read <u>To All Nations</u> Ch. 11 and submit reading report. • European Christianity Today Group Presentation DUE
Week 12 November 18	<ul style="list-style-type: none"> • Gifts of the Global Church • Global Expression project work time 	<ul style="list-style-type: none"> • Community Exegesis Due
<i>Global Christianity is... entering the world with sensitivity and awareness of all Christianity means and represents.</i>		
Week 13 November 25 Intercultural Life	<ul style="list-style-type: none"> • Convivencia, Solidarity, and Hospitality (Asynchronous Lecture) • Extending Hospitality 	<ul style="list-style-type: none"> • Read <u>Hospitality by Soul Feast</u> on Canvas and submit a reading report.
Week 14 December 2 Living as Global Christians	<ul style="list-style-type: none"> • Prayer: Thanksgiving & Lament • Ministry of Reconciliation 	<ul style="list-style-type: none"> • Extending Hospitality Reflection DUE
Week 15 December 9	<ul style="list-style-type: none"> • Cross-Cultural Practice Project Presentations 	<ul style="list-style-type: none"> • Cross-Cultural Reflection and Social Media Post Presentation Due
Week 16 FINALS WEEK	Sentipensar Final Reflection Due	

Assignment Descriptions

Reading Reports

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

Sentipensar Journals

To honor and recognize our whole selves, intentional reflection is imperative. Through this semester, you will track the different emotions, thoughts, and questions you have encountered as you have interacted with the content of the particular section.

During the last 5-10 minutes of every class period:

1. Track emotions and big takeaways from each week's content.
2. At the midway point of the semester, students will reflect on the top four emotions they have encountered and when those emotions came up.
3. After the section, students will reflect on the emerging themes in their weekly reflections.

For the final reflection, students will

1. Reflect on the semester overall by looking back at past sentipensar journal entries and submissions.
2. Students will submit a summative 4-page single-space reflection or a 15-minute verbal reflection to Canvas reflecting on the following questions:
 - a. What was it like to be mindful of your emotions as a part of your learning?
 - b. What did you learn about yourself through this?
 - c. How did God meet you in this practice?
 - d. Why is this practice critical in the ways we engage the global dimensions of Christianity?

Reflections

1. Streams of Christianity: Take some time to take a look at the Christian Denomination Family Tree. Respond to the following questions:
 - 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 branches of the Christian family have you had experience with or proximity to?
 - 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. Extending Hospitality: After reading and reflecting on hospitality, take time during the break to implement this practice. Prayerfully consider a community or individual to whom you can extend a more intentional welcome. Write a 3-page (double-spaced) or record a 5-minute audio reflection on this experience. What did you do to extend hospitality (include pictures if appropriate)? What did you learn about the practice of hospitality? What was challenging about this practice?

Christianity in Context Presentation

This assignment's purpose 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 60-minute presentation that highlights the unique expressions of Christianity in each world area. Presentations must include:

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

Questions to engage:

- How does the 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 must include at least two peer-reviewed journal articles in their research.

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 posadas 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.

Community Exegesis Project

Exegesis is a careful reading and interpretation of a text with the goal that the text will speak for itself. In many academic disciplines, we perform exegesis, engaging with texts to examine the

historical context as well as what meaning we can make of them in light of our world today. To perform an exegesis is not to discover an unbiased “truth” of a text but instead explore and get to know a text on its own terms, knowing that our engagement is part of the process.

If we think of a city as a text, we can approach where we live with the same spirit of exploration and discovery, tempered with the respect for the city’s rich history before our time. When performing a textual exegesis, we are honest about our biases, but we will try to see the city for what it is beyond our own conceptions and what guidebooks have been written. To this end, we will learn about our local communities, the history of the space, and the institutions that form the metabolism of the city. In this learning, we will also examine how we engage with the space of the city and how that affects the city in the abstract and other humans in particular.

An exegesis of a place has three characteristics:

It is specific. It is personal. It is relational.

We are calling this assignment a “neighborhood” exegesis because the first part of knowing a city starts outside your front door. Many cities have neighborhoods with strong individual personalities that make up the character of the town as a whole. But to understand that character, you must understand the personalities. City Heights is not Point Loma though they both are the city of San Diego. Each has a specific nature that is unique to them. To perform the exegesis, you must go to specific places, walk the streets, look at the businesses and residences, and explore the geographic terrain.

It is personal

You cannot leave yourself behind in this practice; therefore, how you engage with your neighborhood and what you learn will be unique to you. Another student who may have the same neighborhood will not have the same exegesis experience. In performing your exegesis, consider how you relate to the environment around you. How are you feeling? Can you describe what each of your senses is experiencing? What excites you? What makes you uncertain? How can you connect what you are experiencing to what you are learning in Community Classroom?

It is relational

As you explore your neighborhood, you might find certain moments in its context that form connections to you personally, to what you are learning right now, or to other aspects of the city. Can you trace these ties? Further, you will meet people who live and work there. What is their relationship to this neighborhood? As you return to your neighborhood, do you see anyone regularly? How do their personal stories connect to the neighborhood? Each other? To you? From learning about these individuals, what larger connections and relationships do you see?

As Pastor Bill Betts says, “Urban exegesis may begin with persistent observation of the individual lives of those who make up our cities but may it tenaciously continue to return afresh to discover new richness the more we appreciate their meaning embedded in all their contexts.” We want to “see” with an open heart and mind; “hear” the sounds of the city and people which will hopefully

provoke curiosity and a desire to know more; “place” themselves in the shoes of the people and places they encounter while using all senses to learn about and begin to understand the community of City Heights (or your local neighborhood) and the people who call this neighborhood home. The purpose of the exegesis is to help you analyze the built, natural, and social environments of a community.

Submit a 4-page, single-space paper (including photos) that highlights

- What are the important components of doing exegesis of a city?
- 3 things you learned about City Heights
- Where did you find beauty and hope?
- Where is God at work?
- A place in City Heights you want to visit now that you’ve learned more

Cross-Cultural Practice Project

Part 1:

- Students will choose a group activity to attend with a community from a different culture (preferably including a different language). This may be a worship service, prayer meeting, meal, fasting service, vigil, demonstration, special religious observance (like a wedding or funeral), or any other similar activity approved by the instructor.

Part 2:

- Students will complete an assigned reading, watch a video, or listen to a podcast related to their chosen activity as assigned by the instructor.

Part 3:

- Students will write a 4-page (double-space) reflection essay about their experience that both engages the assigned reading/video/podcast and addresses the following prompts:
 - a. Give a general description of the event, including the gathering space, the community, and the activity in which you participated;
 - b. Describe your feelings about participating in the activity. What emotions did you feel? What do they tell you about the community in which you participated? What do they tell you about yourself?
 - c. Identify similarities between what you experienced and the practices in your religious community. What do these similarities tell you about the central purpose of Christian gatherings like the one you attended?
 - d. Identify differences between what you experienced and those of your religious community.
 - e. How did you perceive and/or experience God’s presence in the meeting you attended?
 - f. What questions do you still have about your experience?

Part 4:

- Students will create a hypothetical social media post that captures their cross-cultural practice and give a 5-minute presentation in class.
 - What would be your cover photo?
 - What would your 350-400 word message say?

- What hashtags would accompany your post?