

Reuben Welch School of Theology and Ministry  
THE3070- Global Christianity  
3 Units- Fall 2025



**Meeting days/times: Monday and Wednesday, 12:15-1:30 pm**

**Meeting location: Fermanian 101**

**Final Exam: Friday, December 19, 10:30-1:00 pm**

<b>Instructor title and name:</b>	Dr. Jennifer Guerra Aldana
<b>Email:</b>	jenniferguerraaldana@pointloma.edu
<b>Office location and hours:</b>	Smee 210, schedule through link in canvas.
<b>Teachers Assistant</b>	<a href="#">Kendra Hudson</a>

**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.

**General Education 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 Outcomes:**

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.

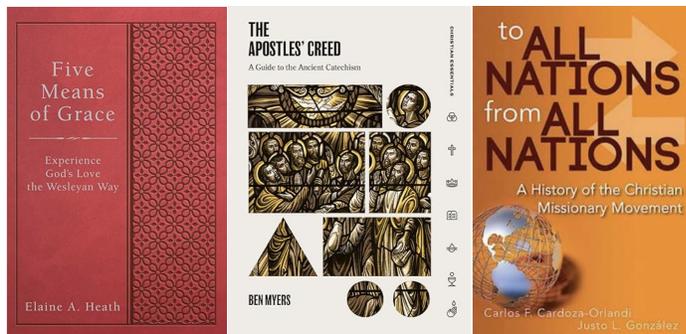
### Land, Labor, and Life Acknowledgement

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



**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

### Lomabooks Instructions:

This course is part of our course material delivery program, **LomaBooks**. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas. You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses

and asking you to select how you would like to receive any printed components (in-store pick-up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials. For more information about **LomaBooks**, please go: [HERE](#)

### Assessment and Grading

Grades will be based on the following:

<p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>● <b>Reading Quizzes (225)</b> <ul style="list-style-type: none"> <li>○ 12 Quizzes (sum of organizer completion grade and small group grade)</li> <li>○ Organizer (10 pt) Quizzes (5) Total: 15</li> </ul> </li> <li>● <b>Reflections (200)</b> <ul style="list-style-type: none"> <li>○ Streams of Christianity (40)</li> <li>○ Diverse Worship (40)</li> <li>○ Sentipensar Mid Semester Reflection (40)</li> <li>○ Sentipensar Final Reflection (40)</li> </ul> </li> <li>● <b>Presentations (575)</b> <ul style="list-style-type: none"> <li>○ Christianity in Context (300)</li> <li>○ <b>Final: Global Christianity Engagement Project (275)</b></li> </ul> </li> </ul> <p><b>TOTAL POSSIBLE POINTS = 1,000</b></p>	<p><b>Grading Scale:</b></p> <p>A=93-100%  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. Late assignments will only be accepted if the professor has been notified in advance and will receive a 10% deduction per day they are late. Extensions may be granted case-by-case. Assignments turned in five days after the due date will not be accepted. 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](#).

### **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](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.

### **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	Labor Day- No Class	

September 1		
Week 1 September 3	GQ: Why study Christian History and Tradition? Sentipensar Getting To Know You Survey	Buy textbooks
Week 2 September 8	GQ: Whom will I be in community with? Community Learning Agreement	<b>Getting To Know You Survey</b>
September 10	Introduction to Course: Purpose & Syllabus Small Group Intros Who are you bringing with you?	
<b><i>Global Christianity is... the religious response to the life and ministry of Jesus Christ.</i></b>		
Week 3 September 15	GQ: What is the diversity of this tradition? The Practice of Christianity Streams of Christian Thought and Practice	<ul style="list-style-type: none"> <li>• Read <u>5 Means of Grace</u> Intro-Ch.2 and complete the reading organizer.</li> </ul>
September 17	Spiritual Practices	<ul style="list-style-type: none"> <li>• Read <u>5 Means of Grace</u> Ch. 3-5 and complete the reading organizer. <b>Streams of Christianity Reflection DUE</b></li> </ul>
Week 4 September 22	Christianity in Context Introduction Global dimensions of Spiritual Practices	
September 24	Models and Components of Diverse Worship	<b>Diverse Worship Reflection DUE</b>
Week 5 September 29	Origins of Christianity Creeds	Read <u>The Apostle's Creed</u> pg. 1-98 and complete the reading organizer.
October 1	Significant Schisms Denominations	<ul style="list-style-type: none"> <li>• Read <u>The Apostle's Creed</u> pg. 99-135 and</li> </ul>

		complete the reading organizer.
<b>Week 6</b> October 6	Apostles Creed Nature of God Nature of Humanity	
October 8	Nature of the Church Nature of Creation and Sentipensar	
<b>Week 7</b> October 13	Picture of the Early Church History of Missions	Read <u>To All Nations</u> Ch. 1 and complete the reading organizer.
October 15	Role of Scripture	Read <u>To All Nations</u> Ch. 2 and complete the reading organizer.
<b><i>Global Christianity is... shaped by how cultures and geographies interpret their faith in Christ.</i></b>		
<b>Week 8</b> October 20	Christianity in Context Project Work	
October 22	Library Day	
<b>Fall Break Oct. 23-24</b>		
<b>Week 9</b> October 27	Missions in Modern Age Missions in Antiquity	Read <u>To All Nations</u> Ch. 3 and complete the reading organizer.
October 29	Missions in the Early Modern Age	Read <u>To All Nations</u> Ch. 4-5 and complete the reading organizer.
<b>Week 10</b> November 3	Missionary movements in Asia	Read <u>To All Nations</u> Ch. 7 and complete the reading organizer.
November 5	Asian Christianity in Context (Group 1 & 2)	<b>Asian Christianity Today Group Presentation DUE</b>
<b>Week 11</b>	Missionary movements in Africa	● Read <u>To All Nations</u>

November 10		Ch. 9 and complete the reading organizer.
November 12	African Christianity in Context (Group 3 & 4)	<b>African Christianity Today Group Presentation DUE</b>
<b>Week 12</b> November 17	Missionary movements in Latin America	Read <u>To All Nations</u> Ch. 10 and complete the reading organizer.
November 19	Latin America Christianity in Context (Group 5 & 6)	<b>Latin American Christianity Today Group Presentation DUE</b>
<b>Week 13</b> November 24	Global Christian Engagement Project Work Day	
<b>Thanksgiving Break Nov. 26-28- No Class on Nov. 26</b>		
<i>Global Christianity is... entering the world with sensitivity and awareness of all Christianity means and represents.</i>		
<b>Week 14</b> December 1	European Christianity in Context (Group 7 & 8)	<b>European Christianity Today Group Presentation DUE</b>
December 3	To All Nations, From All Nations	Read <u>To All Nations</u> Ch. 11 and complete the reading organizer.
<b>Week 15</b> December 8	Intercultural Life Practices: Convivencia, Solidarity, and Hospitality	Read <u>Hospitality by Soul Feast</u> and complete the reading organizer.
December 10	Ministry of Reconciliation	
<b>FINAL:</b> December 17	<b>Global Christianity Engagement Project DUE</b>	

## Assignment Descriptions

### Reading Organizers

Students are expected to bring a completed, hand-written reading organizer to class. A copy of the organizer will be distributed in class. Before taking the reading quiz, a peer will

review the responses given and assign a grade based on the completion of the organizer. These organizers will help them contribute to class discussions and small group reading quizzes.

### **Reading Quizzes**

Quizzes will be taken in assigned small groups at the beginning of the class period when reading is assigned. If a student arrives after the quiz has been completed, they will receive a zero on that day's quiz. Student's reading quiz scores will be the average of the group quiz grade plus their reading organizer completion grade.

### **Sentipensar Journal**

To honor and recognize our whole selves, intentional reflection is imperative. Throughout 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 3 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 reviewing past sentipensar journal entries and submissions.
2. Students will submit a summative 4-page double-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 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?

### **Christianity in Context Presentation**

Purpose: This group project invites you to explore how Christianity is lived and practiced in different parts of the world. You’ll compare two countries within your assigned region and help the class experience a piece of their Christian tradition. Through this presentation, we’ll learn to appreciate the beauty, complexity, and diversity of the global church.

#### Assigned Regions

Groups 1–2: Asia & Pacific Islands

Groups 3–4: Africa

Groups 5–6: Latin America

Groups 7–8: Europe

#### Presentation Flow

First Group Presentation (15 minutes)

Second Group Presentation (15 minutes)

Collective Practice (10 minutes)

Each group presentation should follow this structure:

1. Compare & Contrast: Country #1 and Country #2 (10 minutes)  
Use side-by-side slides to compare these four areas:
  - Christian Demographics: What Christian traditions are present? What percentage of the population identifies as Christian? What is the diversity of the Christian tradition?
  - Impact of Mission Work: Highlight 1–2 key moments in each country’s Christian history. What has been the impact (positive or negative) of missionary work?
  - Senses of Advent & Christmas: How is Advent or Christmas celebrated? Share how people see, hear, taste, touch, and smell the season in each country.
  - Gifts to the Global Church: What unique contributions does each country offer the wider Christian community? (e.g., theology, music, justice work, spiritual practices)
2. Leader Highlight (5 minutes)  
Introduce one significant Christian leader (pastor, theologian, or movement leader) from one of your countries. Who are they? What was their cultural and political context? Why are they significant to the church today? Select a short quote, prayer, or sermon excerpt by this person and guide the class in reading it aloud together.
3. Combined Embodied Practice: Means of Grace (10 minutes)

Along with the other group sharing your world area, collaborate on a closing practice to lead the class in. Choose a means of grace (Instituted or prudential) and lead the class in a Christian and culturally grounded practice from one of the countries you studied.

Following the presentation:

- Those in attendance will fill out a post-presentation gratitude highlight on [Padlet](#):
- Group members will submit the presentation and peer review to Canva.

### **Global Christianity Engagement Project**

Part 1:

- Students will choose a gathering to attend with a Christian faith 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 write a 4-page (double-space) reflection essay about their experience that 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 3:

- Students will create a hypothetical social media post that captures their experience engaging in this cross-cultural faith gathering 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?