

21-514 Introduction to Global Christianity

Summer 2017

(July 17-28, 2017)

Garrett-Evangelical Theological Seminary

Instructor:

Hendrik R. Pieterse, D.Phil.

Office: Stead Hall, Office 202

Tel: 847-866-3892

Email: Hendrik.Pieterse@garrett.edu

Course description

The course offers an introduction to Christianity as a truly worldwide movement today. We study factors that contributed to and sustain Christianity's current shape, reach, and impact and examine key cultural, ethical, and theological challenges facing mission and ministry in a world church. The course fulfills the Basic Graduate Theological Studies requirement for United Methodist ordination.

Course Objectives

- Understand the scope, texture, and identity of global Christianity today as a polycentric, increasingly non-Western movement.
- Appreciate the complex impact of the Western missionary movement and of Western colonial expansion on Christianity's current configuration.
- Examine key theological challenges raised by Christianity's global reach, such as globalization and the integrity of Christian witness; culture, context, and Christian identity; and theological pluralism and Christian unity.
- Identify biblical and theological elements appropriate to mission and ministry in a world church today.

Required Texts

Bevans, Stephen B. and Roger P. Schroeder, *Constants in Context: A Theology of Mission for Today*. Orbis, 2005. ISBN: 978-1570755170. List price: \$34.00

Jenkins, Philip. *The Next Christendom: The Coming of Global Christianity*. Third ed. Oxford University Press, 2011). ISBN: 978-0199767465. List price: \$14.67

Kim, Sebastian and Kirsteen Kim, *Christianity as a World Religion: An Introduction*. Second Edition. Bloomsbury Academic, 2016. ISBN: 978-1472569349. List price: \$29.95

Küster, Volker, *The Many Faces of Jesus Christ: Intercultural Christology*. Orbis, 2001. ISBN: 978-1570753541. List price: \$25.70

Additional reading (essays, articles) will be uploaded on Moodle

Grade Structure	
Reflection posts	25%
Faces of Jesus assignment	25%
Research Presentation (Day 10)	10%
Final Essay	40%

Assignments

All assignments are due on the dates and at the times indicated. No late submissions will be accepted, except in the case of extenuating circumstances, and with prior written approval from the instructor.

Note: All assignments are expected to conform to Kate L. Turabian, *A Manual for Writers*, 7th edition. Chicago: University of Chicago Press, 2007.

Reflection Posts:

Rationale: The intent of the exercise is to invite you to reflect critically about issues, insights, and challenges raised by the course topics with a view to exploring implications for ministry in a global church today.

Task: Post a reflection each day on the course Moodle site for ***all the sessions, except Day 10.***

Parameters: Reflection posts should be 300-350 words each.

Process:

1. **Submitting your post:** Each student is expected to post reflections (300-350 words each) on the course Moodle site each day for ***all the sessions (except Day 10)*** listed on the class schedule. Reflect on the lecture, class discussion, and assigned reading for the day's topic and select an issue, insight, or question you found particularly important or challenging. Now write a post in which you explore implications of that issue, insight, or question for your ministry as part of a global Christian church today. The aim of these reflections is to help you strengthen the skill of applying new insights creatively and constructively to your practice of Christian ministry.
 - **No late submissions will be accepted.** Students who fail to complete the assignment in a timely manner will forfeit the grade.
 - **Note:** *If you construct the essay in Microsoft Word and then cut and paste it into Moodle, you will likely lose any formatting in the process and end up with a bunch of gibberish. So, consider two options: (1) Prepare the entire reflection in Moodle. Note, however, that Moodle has no option to save your work, should you decide to write the essay in more than one sitting. (2) Prepare the essay in Microsoft Word. Then cut and paste it into Notepad (under "Accessories"), which will convert it into a text document. From there, cut and paste it into Moodle. You should have a readable post. However, **always** proofread your post before submitting it.*

Note: *These reflections are meant to be thoughtful theological engagements with the day's topic, not off-the-cuff musings. So, your posts should reflect critical engagement with the day's assigned readings, lecture, and class discussion.*

“Faces of Jesus” Assignment:

Aim: The intent of this exercise is to examine the “face” of Jesus in a particular context and explore its meaning and impact across cultural boundaries.

Task: Your task is to select an image or a movement (ex., Jesus as ancestor; Jesus as black Messiah; Minjung theology; etc.) from Küster's *Many Faces of Jesus Christ*, critically reflect on its key claims, and ponder implications of this image or movement for the meaning and experience of Jesus in your own context.

Parameters: An essay of 1,450-1,650 words in length (4 to 4 ½ pages), submitted in Microsoft Word format, double-spaced, Times Roman font, 12pt type

Process:

1. Select an image or movement from Küster's *Many Faces of Jesus Christ* that you find intriguing or challenging and read the relevant material in Küster.
2. Now read the selections of primary readings for the image or movement you have chosen (these readings are posted on Moodle under “Additional Required Readings”).
3. Reflect on the implications of this image or movement for the meaning and experience of Jesus in your own context by asking questions like the following:
 - What aspect or feature of this “face” of Jesus do I find most appealing or intriguing? Why?
 - What aspect or feature do I find strange or perhaps offensive? Why?
 - What aspect or feature do I find most challenging for my own understanding and experience of Jesus? For my own faith community or church? Why?
4. Now write the essay, outlining the key features of the image or movement (using Küster and the primary readings) in 2 pages, followed by reflections on the implications for your context in the last 2 to 2 ½ pages.
5. Upload your essay to the appropriate assignment tab on Moodle.

Research Presentation

Rationale: The intent of this exercise is to offer you an opportunity to present the thesis/purpose statement and basic features of your final essay to your peers and engage in a discussion about it.

Task: Your task is to construct a thesis/purpose statement as well as the basic features for your final essay and be ready to discuss with your peers.

Parameters: A presentation of no more than 5 minutes, using your media of choice: written outline, PowerPoint, etc.

Process:

1. Drawing on the assignment description below, write a brief statement in which you state the purpose or thesis you wish to argue in the final paper. Then outline the components of the essay through which you will develop the essay.
2. Upload your presentation to the appropriate assignment tab on Moodle.

Final Essay

Rationale: The intent of this exercise is to offer you an opportunity to practice the skills of constructing a theological argument that creatively interprets the meaning and significance of the central Christian convictions we have studied throughout the semester for a particular life situation today.

Task: Your task is to write an essay in which you use Bevans and Schroeder's model of "prophetic dialogue" (Part III, pp. 281-395) as a framework for constructing a mission-shaped vision for effective congregational ministry in an increasingly global North American context today. (Students for whom the primary ministry context is not the United States are free to select a different ministry context, in consultation with the instructor.)

Parameters: The essay should be 3,000-3,600 words in length (roughly 8-10 pages) and be submitted in Microsoft Word format, double-spaced, Times Roman font, 12pt type.

Process:

1. Reread the relevant section in *Constants In Context*: Part III, pp. 281-395. Note that the chapters are closely interrelated in the authors' argument. That is, the chapter dealing explicitly with "prophetic dialogue" (ch. 12) cannot really be understood adequately without the groundwork laid in chapters 9-11.
2. Summarize the key features of Bevans and Schroeder's understanding of mission as "prophetic dialogue."
3. Using the Bevans/Schroeder model as a framework and drawing on the other required texts, additional required reading, lectures, and class discussion, as well as at least two additional resources (books, articles), construct a mission-shaped vision for effective congregational ministry in an increasingly global North American context. Consider questions like the following:
 - What are some key features of the increasingly global U.S. Christian and religious context? "Global" here refers to an increasingly multicultural and multireligious society, as well as the growing presence of immigrant Christian communities.
 - In this rapidly changing Christian and religious U.S. context, what theological resources does the approach of "prophetic dialogue" offer for rethinking the congregation's theological foundation and purpose, its participation and role in God's mission, its interpretation of its place and ministry in the surrounding culture, and its core congregational practices (ex., preaching, sacraments, teaching, etc.)?
4. Upload your essay to the appropriate assignment tab on Moodle.

Class Policies

1. **Respect.** (a) Respect one another's perspectives, viewpoints, and differences. Speak the truth, but do so in love; so, critique viewpoints and perspectives, **not** persons. (b) Respect the classroom as an environment for learning. Therefore, participate fully, thoughtfully, respectfully, and in a timely fashion in all activities as assigned.
2. **Integrity.** Do not cheat. Own your own ideas and honor the ideas of others. Plagiarism is an extremely serious breach of integrity and is addressed forthrightly by the seminary. Review the seminary's policy on plagiarism carefully (*Student Life and Academic Handbook*, *G-ETS Bulletin*, etc.). It describes the various kinds of plagiarism and how to correct them. You are expected to familiarize yourself with this document. If you have any questions, please contact the instructor.

Disabilities Policies and Procedures

Garrett Evangelical Theological Seminary is committed to providing equal access to its programs of graduate professional education for all qualified students with learning, physical, medical, or psychological disabilities. The seminary aims to provide reasonable accommodation for qualified individuals with a disability (based on clinical documentation) to ensure their access to and participation in seminary programs. For details, see "Disabilities Policies and Procedures" in the *2008-2009 Student Handbook*, p. 62. Please contact the Dean of Students for consultation.

Class Schedule (see Moodle)

Grading Rationale

Score Levels	Content	Conventions	Organization
A	<ul style="list-style-type: none"> ▪ Is well thought out and supports the thesis of the paper ▪ Reflects application of creative and critical thinking ▪ Has clear goal that is related to the topic ▪ Is pulled from a variety of sources ▪ Is accurate 	<ul style="list-style-type: none"> ▪ No spelling, grammatical, or punctuation errors ▪ High-level use of vocabulary and word choice 	<ul style="list-style-type: none"> ▪ Information is clearly focused in an organized and thoughtful manner. ▪ Information is constructed in a logical pattern to support the thesis statement.
B	<ul style="list-style-type: none"> ▪ Is well thought out and supports the thesis ▪ Has application of critical thinking that is apparent ▪ Has clear goal that is related to the topic ▪ Is pulled from several sources ▪ Is accurate 	<ul style="list-style-type: none"> ▪ Few (1 to 3) spelling, grammatical, or punctuation errors ▪ Good use of vocabulary and word choice 	<ul style="list-style-type: none"> ▪ Information follows discernable pattern of organization ▪ Information supports the thesis statement of the paper.
C	<ul style="list-style-type: none"> ▪ Supports the thesis ▪ Has application of critical thinking that is apparent ▪ Has indistinct goal ▪ Is pulled from a limited number of sources ▪ Has some factual errors or inconsistencies 	<ul style="list-style-type: none"> ▪ Minimal (3 to 5) spelling, grammatical, or punctuation errors ▪ Low-level use of vocabulary and word choice 	<ul style="list-style-type: none"> ▪ Project has a focus but might stray from it at times. ▪ Information appears to have a pattern, but the pattern is not consistently carried out in the paper. ▪ Information loosely supports the thesis statement.
D	<ul style="list-style-type: none"> ▪ Provides inconsistent information for the thesis ▪ Has no apparent application of critical thinking ▪ Has no clear goal ▪ Is pulled from few sources ▪ Has significant factual errors, misconceptions, or misinterpretations 	<ul style="list-style-type: none"> ▪ More than 5 spelling, grammatical, or punctuation errors ▪ Poor use of vocabulary and word choice 	<ul style="list-style-type: none"> ▪ Content is unfocused and haphazard. ▪ Information does not support the solution to the thesis statement. ▪ Information has no apparent pattern.