TESP 42: Global Christianities
This course fulfills the requirement for RTC 2

Instructor: Janet Giddings

Office: Kenna Hall, 305

Office Hours: 9:15-10:15 a.m., and by appointment

Contact: jgiddings@scu.edu; or, through Camino; or phone: 408-554-4000 x 3183

Classroom: 306

Class Meeting Days & Time: MWF: 10:30-11:35 a.m.

Course Description
This course offers critical inquiry, analysis, and theological dialogue with Christian communities considering the demographic shifts that are changing global Christianity. This study begins by assessing Eurocentrism in theology by looking at emerging contextual theologies, considers interpretations of scripture, including feminist and womanist theologies, faith, and practice. Regions and cultures of the world include: Africa, Asia, Latin America, Europe, and North America.

Technology Requirements:
This course functions as a hybrid or blended course in that there are readings posted in Camino, helpful handouts, and quizzes. This gives us more time to critically analyze and discuss theological interpretations and religious phenomena as it relates to the variety of global cultural expressions. You must have access to a computer and know how to navigate in Camino. Please see the instructor at the beginning of the quarter with any questions relating to technological requirements. The professor will help you hone your skills and guide you as to how to succeed in this course.

Core Learning Objectives (LO’s)

2.1 Analyze complex and diverse religious phenomena (such as architecture and art, music, ritual, scriptures, theological systems, and other cultural expressions of religious belief.

2.2. Integrate and compare several different disciplinary approaches to a coherent set of religious phenomena.

2.3 Clarify and express beliefs in light of their critical inquiry into the religious dimensions of human existence.
Course Units:

1. **Assessing Eurocentrism in the Christian message.** The course begins with gaining an understanding of the missionary movement and the transmission of faith and culture. The effect of the Epistle to the Romans (especially Romans 10:14) as a powerful scripture, sent millions of missionaries on a quest to bring the world to salvation.

2. **Theology Without Borders: An Introduction to Global Conversations:** this book eases us into conversation with Christianities around the world, their respective interpretations, practices, rites and rituals.

2. **Global Gospel: An Introduction to Christianity on Five Continents:** gives context to Christian communities in various regions of the world, from their origins to today.

3. **Understanding World Christianity: India:** an opportunity to a focused study on Christian denominations and sectors within India, their origins, rituals and practices, and the expression of faith in art and architecture.

Required Texts:


Additional Readings in Camino:


Assessment/Grading: 100 points possible

20: **Participation:** means engaging in critical dialogue and/or philosophical argumentation on a particular reading assignment as considered in class. Informed participation means you have read the assigned materials prior to class and answer questions posed and add meaningful feedback to the general discussion. Credit is not given for off-topic rants or consistent additions of general musing that brings us off topic. The instructor will gently change the focus to the topic of the day. Only those students who demonstrate a consistent reading of assignments and consistently participation appropriately, will receive the ‘A’ in participation. (LO 2.1; 2.2; 2.3)
10: **Paper 1:** Theology and Evangelization: an explorative research paper; 4 pages of writing
Works Cited page required. (LO 2.1; 2.3)

10: **Paper 2:** On one Christian Theologian in India (Daughrity/Athyal book), the community
and churches they serve in India; newspaper or media attention or reporting of
the theologian and Christian community. Individual student papers (LO 2.3)

10: **Group:** Presentation of one chapter in: *Global Gospel: An Introduction to Christianity On Five Continents*, by Jacobsen. (LO 2.1, 2.3)

20: **Quizzes:** on readings; short answer and short essay. (all LO’s)

30: **Research** paper and Presentation: The student will research, write, and present findings
from archival materials in the SCU Library. This project will require 1 meeting with Bro.
Peterson or Sheila Conway; one meeting with the professor to ensure the work is moving
forward; and, a final paper and class presentation.
(all LO’s)

**Paper grading rubric:**

An “A” paper is excellent. An “A” paper is focused with an explicit thesis statement (or
position/claim if an argumentative paper). It exhibits a clear, effective and organized line of
thought as well as a thorough understanding of the material. It has no English usage/grammar
problems; it is concise and coherent; no problems with format, anticipates possible objections to
its point of view (or directly considers an opposing view if an argument), supports the thesis (or
position) with research and/or premises, and frequently provides pertinent citations to make its
case. All borrowed ideas or words are cited whether using a direct quote or not. The writer’s
“voice” is firm, confident, and clear. The paper assignment meets the directive completely.

If your paper does not follow this rubric, you lose points for each transgression. See grading
rubric in Camino/Modules.

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**Academic Integrity Pledge**

_The Academic Integrity pledge is an expression of the University’s commitment to fostering an_
_understanding of -- and commitment to -- a culture of integrity at Santa Clara University. The_
_Academic Integrity pledge, which applies to all students, states:_

_I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code_

_Students are expected to uphold the principles of this pledge for all work in this class_

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Students must complete the work for this course in a manner consistent with university policies
regarding academic honesty and integrity; please refer to the university’s policy on academic
integrity: http://www.scu.edu/provost/policy/academicpolicy/upload/revised- Academic-Integrity-
protocol-6-17-12.pdf.

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Any student who violates these policies will receive at least a failing grade for the particular assignment and, in repeated or flagrant cases, for the entire course. PLEASE BE CAREFUL TO CITING SOURCES in your papers. I take violations of academic integrity VERY seriously and do not hesitate to refer students to the SCU Office of Student Affairs when appropriate.

Disabilities Resources

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, http://www.scu.edu/disabilities as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. Students who have medical needs related to pregnancy may also be eligible for accommodations.

While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at 408-554-4109.

Attendance policy

It should be obvious that attendance in this course is essential to your success as well as success for the community of learners. Attendance will be taken at the start of class. If you come late you must check in with the professor after class to ensure you are not marked absent. Consistently tardy has consequences: see below.

One missed class is waived but it is suggested you do your best to come in unless you are ill. If you will miss more than one class due to illness, please make sure you email Prof Giddings and alert her. Two days (1 day more than the allowed) or more absences will require validation from your medical source so you do not lose points. A second unexcused absence reduces the participation grade 5 points. Each additional unexcused absence will result in an additional 5 point reduction in participation. Four or more, the participation grade is 0.

Coming into class late consistently will reduce your grade. Three or four late arrivals will reduce your final grade ½ a grade level. If you are late more than that, you will meet with the Professor to discuss increased grade reduction. While this is regrettable, make sure you alert Prof Giddings to any reason you may be late more than once or twice so she can work with you. Of course, a reason for tardiness should be for a good reason.
Accommodations for Pregnancy and Parenting

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medically related needs. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.

Discrimination and Sexual Misconduct (Title IX)

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University’s Gender-Based Discrimination and Sexual Misconduct Policy at http://bit.ly/2ce1hBb or contact the University’s EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, bguthrie@scu.edu. Reports may be submitted online through https://www.scu.edu/osl/report/ or anonymously through Ethics point https://www.scu.edu/hr/quick-links/ethicspoint/

Technology in the classroom: No. Unless the professor states that in-class work requires you to use technology. If you have an e-book, please let the professor know.

Technology to film or record sound may be used only if you have written permission from Disability Resources, or from the instructor. Communicate early.

If you text during class, you will be given the courtesy of one warning. A second infraction, you will be asked to leave the classroom and your participation grade will be deducted 10 points. A third time and a consultation is needed where it will be considered further.

The best thing to know about classroom decorum is that it is friendly, respectful, calm, and sometimes fun. The professor is grateful you are in the course and looks forward to a quarter full of learning and well-being.
SCHEDULE OF ASSIGNMENTS

This schedule could change so remain informed via Camino emails and in-class updates.

- What is listed for the day must be read or completed prior to coming to class.
- If under ‘Assigned’ it says a Lecture or Film, there is no homework due that day.

THEME: Ways of Sharing Christianity (and why)

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<tr>
<th>Week One</th>
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<tr>
<td>M Apr 3</td>
<td>Welcome and introduction to the course; the syllabus; rules on class decorum; how to succeed in this course</td>
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<td>W Apr 5</td>
<td>Lecture: The ‘Call’ to evangelize: Gospels and Pauline scriptures as directives</td>
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<td>F Apr 7</td>
<td>Film: <strong>Case study</strong>: The Gospel According to the Papuans (take notes)</td>
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<th>Week Two</th>
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**Paper 1**: Theology and Evangelization |
| Apr 12                   | Read in Camino: “Stirring Deep Waters: Korean Feminist Theology Today” by Min-Ah Cho: Discussion required in Camino by 7:00 p.m. Professor is attending a conference today; no class meeting |
| Apr 14                   | No Class; Good Friday  
Happy Easter! |

THEME: Theology without Borders

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<th>Week Three</th>
<th>Assigned</th>
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| Apr 17                   | Begin: *Theology without Borders*, Dyrness and Garcia-Johnson  
Chapter 1: “Transoccidentalism and the Making of Global Theology  
Chapter 2: “Doing Theology Out of a Western Heritage: Gains and Losses” |
| Apr 19                   | Chapter 3: “The Role of Indigenous Traditions in Christian Theology”   |
| Apr 21                   | Chapter 4: “God, Creation, and the Human Community”  
Students lead discussion  
Chapter 5: “Jesus Christ and the Good News for the World” students |

**CAMINO Quiz 1**: critical questions on Chapters 1-4, and including the Papuan experience (film) in your essays.

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<th>Week Four</th>
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<td>Apr 24</td>
<td>Library: Archives; 3rd floor: please try to not be late😊</td>
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| Apr 26    | Chapter 6: The Church in Global Context  
Students lead discussion  
Chapter 7: The Christian Hope: Eschatology in Global Perspective  
Students lead discussion |
| Apr 28    | Quiz 2: Chapters 4-7: short, critical essays  
Bring Large test booklet |

**THEME: Global Gospel**

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<tr>
<th>Week Five</th>
<th>Assigned</th>
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| May 1     | Read: *Global Gospel: An Introduction to Christianity on Five Continents.*  
Chapter 1: A Very Brief History  
Chapter 2: Four Christian Traditions |
| May 3     | Chapter 3: Africa  
**Homework:** Streaming Video: Part One: Stories from Ghana; bring notes; Discussion on this homework video and Chapter |
| May 5     | Group Lecture: Chapter 4: Latin America |

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<th>Week Six</th>
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<tr>
<td>May 8</td>
<td>Group Lecture: Chapter 5: Europe</td>
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<td>May 10</td>
<td>Group Lecture: Chapter 6: Asia</td>
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<td>May 12</td>
<td>Group Lecture: Chapter 7: North America</td>
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**THEME: Christianity in India**

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<th>Week Seven</th>
<th>Assigned</th>
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<tr>
<td>May 15</td>
<td>India: Introduction and Chapter 1: Brief history of India</td>
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<td>May 17</td>
<td>Chapter 2: Denominational</td>
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<td>May 19</td>
<td>Chapter 3: Sociocultural</td>
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<td>Week Eight</td>
<td>Assigned</td>
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<td>May 22</td>
<td>Chapter 4: Geographical</td>
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<tr>
<td>May 24</td>
<td>Chapter 5: Biographical</td>
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<tr>
<td>May 26</td>
<td>Chapter 6: Theological</td>
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<th>Week Nine</th>
<th>Assigned</th>
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<tr>
<td>May 29</td>
<td>No class; Memorial Day</td>
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<tr>
<td>May 31</td>
<td>Paper 2: India/Pastor/Congregation</td>
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<td>June 2</td>
<td>Help and support on final research and presentations on student research on Library archival topic</td>
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**THEME: Student Research**

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<th>Week Ten</th>
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<tr>
<td>June 5</td>
<td>Research presentations</td>
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<td>June 7</td>
<td>Research presentations</td>
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<td>June 9 Last class</td>
<td>Research presentations</td>
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<td>Library/Research Papers due</td>
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- Note: all students must be present for ALL student research presentations. Unless excused by the professor, students will lose 6 points from the final grade for each absence during presentations.

**Assignments: 100 points**
- 20: Participation
- 30: Research Paper; meeting in Library archives and Presentation
- 10: Paper on one (1) Christian theologian in India (from the Daughrity/Athyal book)
- 10: Paper on Theology and Evangelism
- 10: Group presentation and summary of one chapter in: Global Christianity
- 20: Two (2) quizzes: short essays on critical questions in theology