FALL 2010 Syllabus
THEO 428 – Global Christianity
Monday & Wednesday 1:05 - 2:30 p.m. Duke 114
Azusa Pacific University

Asst. Professor: Jacquelyn E. Winston, Ph.D.; email: jwinston@apu.edu
Contact: Laura Smith-Webb, Undergraduate Theology Adm. Asst., 815-5496, Duke 257

OFFICE HOURS: Tuesdays & Wednesdays 2:45-3:45 p.m. or by appointment, Duke 247, 815-6000, ext. 5631.


COURSE DESCRIPTION: Students will examine the historical, cultural, political, and religious influences upon the formation of global configurations of Christianity, including the impact of indigenous religions and worldviews, and western imperialism. Prerequisites: CMIN108, Theo 352 or 354, or instructor permission.

STUDENT LEARNING OBJECTIVES:

<table>
<thead>
<tr>
<th>Measurable Learning Outcome</th>
<th>IDEA Learning Objective</th>
<th>Activities to Assess</th>
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<tbody>
<tr>
<td><strong>By the end of this course, the student should be able to:</strong></td>
<td><strong>The IDEA objective that addresses the learning outcome:</strong></td>
<td><strong>Assignment or activity used to assess learning outcome:</strong></td>
</tr>
<tr>
<td>1. Students will demonstrate the ability to critically assess the impact of historical, religious, cultural, political, and sociological factors upon the formation of Christianity within two-thirds world nations and populations.</td>
<td>Learning to analyze and critically evaluate ideas, arguments, and points of view.</td>
<td>Reading verification reports, research paper, class presentation.</td>
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<td>2. Students will demonstrate the ability to analyze the theoretical bases of Christian doctrines and practices in light of influences from indigenous worldviews and religions and to assess their incorporation in the church's liturgy, organization, and institutionalization in specific national contexts.</td>
<td>Learning to analyze and critically evaluate ideas, arguments, and points of view.</td>
<td>Reading verification reports, research paper, class presentation.</td>
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<td>3. Students will analyze various ideological responses to western missiological strategies and their impact upon national identity including issues of inculturation, acculturation, and accommodation.</td>
<td>Learning to analyze and critically evaluate ideas, arguments, and points of view.</td>
<td>Reading verification reports, research paper, class presentation.</td>
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Measurable Learning Outcome

By the end of this course, the student should be able to:

IDEA Learning Objective

The IDEA objective that addresses the learning outcome:

Activities to Assess

Assignment or activity used to assess learning outcome:

4. Students will demonstrate oral and literary competencies as well as research skills through independent and corporate analysis of primary and secondary sources.

Developing skill in expressing oneself orally or in writing

Class presentation, research paper, class participation.

5. Students will examine the influence of issues of gender, ethnicity, and empire upon the development of global Christian churches in two-thirds world nations and populations.

Learning to analyze and critically evaluate ideas, arguments, and points of view.

Reading verification reports, class participation.

REQUIRED TEXTBOOKS:


COURSES REQUIREMENTS:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points/Percentage</th>
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<tbody>
<tr>
<td>Reading Verification Report</td>
<td>250 (5 times @ 50 each) (25%)</td>
</tr>
<tr>
<td>Class Presentation (20 minutes)</td>
<td>150               (15%)</td>
</tr>
<tr>
<td>Research paper</td>
<td>250               (25%)</td>
</tr>
<tr>
<td>Class Participation</td>
<td>150               (15%)</td>
</tr>
<tr>
<td>Final Examination</td>
<td>200 (40 questions x 5) (20%)</td>
</tr>
</tbody>
</table>

TOTAL POINTS/PERCENTAGES: 1000 POINTS OR 100%

EXTRA CREDIT BOOK REVIEW: 50 points (5%)

Course Etiquette:

Students are allowed to use their computers for lecture notes and class-related matters ONLY! Any websurfing, tweeting, texting, or work for other classes will result in an immediate “F” for that day’s class without discussion. Cell phones should be turned off and put away during class.
Reading Verification Outlines & Questions:

Reading is a major component of this course. The student is expected to complete the reading assignment outlines and reading verification questions (in writing) BEFORE coming to class. The purpose of the reading verification outline and questions is to assist the student in performing critical analysis of the assigned texts and to interact in class discussion. Your discussion questions from the assigned reading should demonstrate critical thinking and incite in-depth class discussion. Therefore, these questions will go beyond the basic information of the personalities, events, and their beliefs to ask what factors influenced religious developments in the national church or ethnic group in the specific setting under examination including the influence of indigenous religions, tribal/ethnic views, colonialism, cultural customs, and specific events.

Throughout the semester, the instructor will ask you to turn in a Reading Verification Report five (5) times. A Reading Verification Report consists of: 1) a very brief and pointed outline of the assigned reading for that day (including page numbers and definitions of important terms) and 2) three (3) discussion questions to facilitate in-depth class discussion. This Reading Verification Report will be picked up three times (3) based on the due date listed in the class schedule, and two (2) additional times during the semester without advance notice. Each time the instructor collects the reading verification reports they will be graded and added to your total grade (50 points each). If a student has an excused absence on the day that reading verification reports are collected, then the instructor will accept that student’s assignment on the class period which immediately follows the absence accompanied by a written excuse. Under no circumstances will reading verification reports be accepted for unexcused absences or for previous classes. (In the case of an excused medical illness, the doctor’s note may be attached to your assignment and turned in the very next class.) Only current reading verification reports are collected, so please do not turn in previous notes and do not mix different days’ assignments on the same sheet of paper.

Class Presentation:

Each student will participate in an interactive class presentation relevant to the topic assigned on a given day. The presentation group will consist of 3-4 students who will be graded individually performing a drama, game, debate, newscast, or other type of interactive modality including the use of technology (no video presentations may be longer than 4-5 minutes of the group presentation). The presentation will be 20-25 minutes in length and each person in the group must present at least five minutes. Attention should also be given toward involving the rest of the class in the presentation and the presenters should be prepared to engage in critical reflection on their topic with the class during and immediately following their presentation. A typed synopsis/outline of the presentation with accompanying materials, bibliography, and
detailed description of preparation performed by each group member will be given to the instructor BEFORE the group presentation as an aid in the grading process. The preparation for this presentation may involve bibliographic sources assigned in this class, but it must also include additional literary resources. Each student will be graded on a 150 point scale (15% of the course).

**Final Exam:**

A 40-question objective (multiple choice and true/false) final exam will be given on **Wednesday 12/15/10 at 12:15 p.m.** Students should bring a scantron and #2 pencil for this exam.

**Class Participation:**

Since consistent attendance is an essential element for comprehending course materials, students should sign the roster at the beginning of each class session. Additionally, the nature of a seminar course assumes active participation in class discussions. Therefore, each student will be graded for participation on the basis of active involvement in class discussions as well as consistent attendance using a scale of 15% (150 points).

**Extra Credit Critical Book Review:**

To earn an additional 5%, the student may complete a 3-4 page book review on one of the secondary source books he/she has chosen to use for his/her final research paper (minimum 175 page book). The book review should not only include a discussion of the thesis and supporting arguments contained in the book, as well as a brief outline of the book, but it should also include a thorough critical analysis of the strengths and weaknesses of the author's propositions based on the student’s knowledge of the subject from other resources (class notes and discussions as well as other books read on the subject). For this extra credit book review, three types of books should not be used: Primary sources, books outside the class’s subject and time focus, or companion series books such as *The Cambridge Companion to...* This typed book review is due on 11/22/10.

**Checklist of elements of an “A” Extra Credit Book Review:**

- Full bibliographic citation for your book, including the total number of pages.
- Page #s on paper, Student name, Title of class and time it meets, stapled.
- Author's thesis and overall approach.
- Synopsis or outline of book in approximately 4-8 sentences.
- Strengths and weaknesses of the book including clarity of arguments, substantiation of views with factual evidence, insights and benefits the book provides, stylistic issues, major theories discussed.
What would improve the book and how does it compare with other books on the subject?
Does the author prove his/her thesis?
All quotes should be properly referenced and formatted.
The book report should be 3-4 pages in length. I will read no more than 4 pages. After that, I stop reading so don’t bother to go over the length. If you do, I will reduce the grade accordingly.
Be sure to proof your paper for grammar and spelling. I will grade these as well as for stylistic clarity and content.

Research Paper:

- The Department of Theology and Philosophy is involved in assessing student learning, and your final paper may be chosen for this. If your paper is one of those randomly selected for evaluation, your name will be removed so that the process is completely anonymous and does not affect your grade.

Each student will submit a typed, double-spaced research paper (10 pages plus cover page and bibliography) prepared according to style manual guidelines which examines a major figure, movement, doctrine, or issue in global Christianity. The paper should utilize a minimum of three primary sources and three secondary sources (books or scholarly journals). Avoid websites, popular magazines, review articles, and survey history texts unless approved by the professor. This paper will be due at the beginning of class on Wednesday, 12/1/10.

Research paper checklist: 1” margins, cover page (not counted or numbered), 10 page double spaced body of paper using 12 pitch font, notes (parenthetical, footnotes, or endnotes acceptable) with a numbered bibliography page.

Following are suggested approaches to your research project:

1. **Major Figure:** Examine the figure’s personal background (including family setting, education, economic status, conversion or life-changing experiences), major historical events to which the figure may have been responding, ideological influences, the figure’s significant contributions to the development of global Christianity (including a discussion of his/her major doctrines, practices, or ideology and a review of his/her major writings, only as relevant to your thesis), and how his/her followers have developed or altered the figure’s original teachings.

2. **Movement:** Examine the movement’s response to its contemporary setting including historical and political events which precipitated its evolution, its impact upon its surrounding culture, the significant individuals who gave rise to the movement (including their personal mitigating issues which led to the movement’s development), and the movement’s eventual decline and/or metamorphosis.
3. **Doctrine:** Examine a major Christian doctrine or ideology in its specific national context. Your exploration should include a review of the major ideological currents (religious, historical, philosophical, and socio-political) to which the doctrine is responding, the major propositions of the doctrine including an examination of how it alters or interacts with contemporary religious and political thought, mitigating personal factors in the life of its proponent(s) that led to its development, and its eventual impact upon the national church and the nation’s political identity.

4. **Issue:** Examine a broad issue which has had a major impact upon the development of global Christianity in a specific national context (e.g., plural marriages in Africa, the rites controversy in China, indigenous Christian leadership & the spread of Christianity, apartheid in South Africa). Your exploration should include a review of the major ideological currents (religious, political, economic, and social) which gave rise to the issue in its historical and political context and how various factors influenced its development. Your paper will examine the proponents and opponents of the issue, their arguments, and a substantive analysis of the impact of the issue upon the development of the national church.

**Research Paper Proposal:** On Monday, 10/18/10, the student will submit a typed, one page research paper proposal. This proposal should include the following information:

1. Student’s name, class title and number, date, research paper title
2. Major person, movement, issue, or doctrine, (e.g. Major Person: Hudson Taylor).
3. A thesis statement regarding your intended approach (e.g. “This paper will examine the influence of Hudson Taylor’s culturally sensitive approach to evangelism in China and its subsequent impact upon future missiological strategies.”) (Note: the thesis statement at this stage may actually be a bit vague, but should be more specific in the final paper.)
4. **Complete** bibliographic information (see a style manual if you are unclear) on a minimum of three (3) primary sources and three (3) secondary sources which you plan to use for this paper.

   **Points will be deducted from your final paper if this typed research paper proposal is not turned in on time.**

**PLAGIARISM STATEMENT:**

The mission of Azusa Pacific University includes cultivating in each student not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a sound Christian education. It is therefore part of the mission of the university to nurture in each student a sense of moral responsibility consistent with the biblical teachings of honesty and accountability. Furthermore, a breach of academic integrity is viewed not merely as a private matter between the student and an instructor but rather as an act which is fundamentally inconsistent with the purpose and mission of the entire university. A complete copy of
Asst. Professor: Dr. Jacquelyn E. Winston

1. Students are expected to write all of their own work. You are welcome to study with your fellow students, but you must write your own assignments. Any assignments written in conjunction with another student will be considered plagiarism and will receive an “F” (0 points) for that assignment.

2. If you borrow more than more than 3 or 4 words in a row from another source, it should be properly referenced using quotation marks and full bibliographic information, including page number. When you borrow ideas but not actual words, you may cite the source at your discretion to help your reader follow-up on your discussion. Failure to provide full bibliographic citation for quotations is considered plagiarism and will result in an “F” (0 points) for that assignment.

SUGGESTIONS ON HOW TO BEGIN THE RESEARCH PROCESS FOR YOUR PAPER:

1. Choose a person, Christian movement, issue, or doctrine of interest. It must be related to global Christianity in the two-thirds world and should range between the 15th to 21st centuries. If you choose a western Christian leader (such as Hudson Taylor or David Livingstone), the focus of your paper should be upon the impact of that individual’s ideology/praxis on Christianity in a two-third’s world context.

2. To gain a general perspective of the important events, doctrines, and individuals which have shaped your person, movement, or doctrine, consult a reference encyclopedia on your topic such as the Cambridge History of Christianity, vol. 8 & 9: World Christianities or other specific topical reference volumes contained in the Theology Library Reference Room. First reference to these types of sources is intended to direct your research in a fruitful manner so that you can identify central from peripheral topics and personalities in your research process, but these resources should not be used as one of your six required sources for your paper.

3. Perform a bibliographic search in the APOLIS catalogue as well as other databases available through our APU system. Identify a minimum of three primary sources and three secondary sources for your paper. NOTE: While it is acceptable to use older primary sources, when choosing secondary sources, you should seek those which are more current so that you can take advantage of the most recent scholarly research on your topic. This does not exclude those volumes which are considered seminal or groundbreaking in their field. These of course, are important volumes to choose. As a rule of thumb, avoid secondary sources dated before 1980.

4. How to choose sources: Ask yourself a series of questions such as What particular question or problem related to my figure, movement, or doctrine interests me? What type of information does the
source provide for me (e.g., does it discuss a particular problem, or possibly a different way of seeing the issue than has been previously understood, is it a general information resource on your topic, or does it examine one issue in detail?)? What is the author’s level of expertise on your topic and what is his/her disciplinary approach (i.e., is the writer a historian, theologian, philosopher, sociologist, or psychologist)? The author’s theoretical approach will shape the types of questions they ask as well as how they seek to answer them. Is the book well researched and organized (refer to the book/article’s bibliography)?

5. Sources to avoid: Do not use films/or personal interviews as a resource since this is a scholarly research paper. You may refer to websites on a very limited basis with the professor’s permission only as a supplement, but it should be a creditable or scholarly website or a paper with bibliographic references which has been published online by an educator affiliated with a respectable university. Remember, not everyone who has a website is a credible authority on your topic, even if they are writing about it. Also, when doing searches in our databases for articles or books related to your topic, make sure that you distinguish between actual books/articles on your topic vs. reviews of articles or books or books which are bibliographies on your topic. These are not acceptable as one of your bibliographic resources to write your paper. You should also avoid using historical survey books as your required sources since they are overview discussions and do not represent indepth research on your topic. One or two supplemental references to these books are acceptable, but they should not be one of your six required sources.

6. Formulate a thesis question. Your thesis question should include: 1) your specific person, doctrine, issue, or movement; 2) a specific area of interest related to your topic, such as a problem they faced, the origins and development of a particular teaching, or how a particular religious movement changed from its origins to its development in its national context and beyond; and finally, 3) the context in which you plan to examine your topic. A thesis statement is more specific than a subject and provides a perspective for understanding your subject.

Sample thesis question: “This paper will examine the rise of contemporary prophetic movements in Africa which combine elements of traditional tribal religions and customs with elements of Christian rituals.”

7. Prepare and type your research paper proposal according to the guidelines set forth earlier in this syllabus. Remember, it must be typed and include all pertinent information including COMPLETE bibliographic resource information. You should be able to keep your thesis statement to 2-3 sentences at most.

8. Style manuals: All style manuals are acceptable including Chicago Manual of Style, Turabian, Campbell, APA (with modifications, such as page numbers for all citations). You may choose to use footnotes, endnotes, or parenthetical references, but please be consistent throughout the paper. Your final paper should include a title page as well as a thorough
bibliography. Also, be sure that you proof your paper for spelling and grammar as well as content.

9. Approach: Well-written papers are usually those which begin by stating the paper’s thesis and proposed approach of analysis and end with a short summary of what has been proven by the paper. By doing this, you are forced to organize your information in a convincing manner, and make it possible for your reader to follow the development of your argument.

10. Access to research resources for your paper: ATLA – the primary theology database, JSTOR, and Proquest Religion can be accessed through the APU library home page. They list journals and books owned by APU as well as those we don’t own and some journals that are online; APOLIS – APU library database of books which we own; LINK+ - a database which gives access to 5 million books which we don’t own. Books arrive within 2-3 days and can be renewed once after the initial three week loan.

Resources:


Encyclopedia Britannica Online - This can be accessed from the APU library's Online Resource page. (Be sure to sign onto EB Online as a college library user, or they will ask for a credit card.) This is helpful for short explanations of major ideas or personalities and definitions, although for this course, the Dyrness Global Dictionary of Theology or the Gilley Cambridge History of Christianity, vol. 8 & 9 are the best sources for Global Christianity.


Kim, Andrew E. ‘Korean religious culture and its affinity to Christianity: the rise of Protestant Christianity in South Korea.’ *Sociology of Religion* 61, no. 2 (Sum 2000): 117-133.


Yale University Library
Primary Sources Research

Jan Vermeer, *The Allegory of Painting*

http://www.library.yale.edu/ref/err/primsrsc.htm

Created to support a series of colloquia in historical research offered by the Yale University Library.

What is a primary source?
The formats of primary sources
How Yale describes its collections to researchers
Bibliographic tools for research in history

WHAT IS A PRIMARY SOURCE?

A primary source is firsthand testimony or direct evidence concerning a topic under investigation. The nature and value of a source cannot be determined without reference to the topic and questions it is meant to answer. The same document, or other piece of evidence, may be a primary source in one investigation and secondary in another. The search for primary sources does not, therefore, automatically include or exclude any category of records or documents.
PRIMARY SOURCES: DEFINITIONS

"By a 'source' the historian means material that is contemporary to the events being examined. Such sources include, among other things, diaries, letters, newspapers, magazine articles, tape recordings, pictures, and maps. Such material may have appeared in print before, edited or unedited, and still be a source. The term is meant to be restrictive rather than inclusive, in that it attempts to indicate that works of secondary scholarship, or synthesis, are not sources, since the data have been distilled by another person. ... One good way for the novice historian to lose Brownie points among his serious-minded fellows is to call a biography of George Washington or an analysis of the Magna Charta a 'source'." (Robin Winks, The historian as detective; essays on evidence (New York: Harper & Row, 1969), p.xx)

"A primary source gives the words of the witnesses or the first recorders of an event. Primary sources include manuscripts, archives, letters, diaries, and speeches. ... Secondary sources are 'descriptions of the event derived from and based on primary sources'. The line between primary and secondary sources is often indistinct, for example, a single document may be a primary source on some matter and a secondary source on others." (Helen J. Poulton, The historian's handbook [Norman, OK: University of Oklahoma Press, 1972], p.175-76).

"A primary source is distinguished from a secondary by the fact that the former gives the words of the witnesses or first recorders of an event -- for example, the diaries of Count Ciano written under Mussolini's regime. The researcher, using a number of such primary sources, produces a secondary source." (Jacques Barzun, The modern researcher. Fifth edition (Boston: Houghton Mifflin, 1992), p.114 note)

http://www.library.yale.edu/ref/err/primdefs.htm

Yale University Library Primary Sources Research Colloquium in [ ] History
Prepared August 1996 by Suzanne Lorimer
Copyright (C) 1996, Yale University. All rights reserved.
URL is http://www.library.yale.edu/ref/err/primdefs.htm
CLASS ASSIGNMENTS:

Items to bring to each class: Textbook related to current day’s assignment, your completed current Reading Verification Report and outline, as well as a Bible.

* EC indicates reading assignments that are only available on the class’ E-Companion site

Syllabus Review & Course Requirements – Wednesday 9/8/10

Intro to Global Christianity, pt. 1 – Monday 9/13/10 (**Note: Theoretical Reading tends to be a bit dense, so give yourself extra time for this assignment**)

Jenkins 1-33; Gonzalez, Mañana 21-22 (*EC); “Liberalism,” 485-486 (*EC); “Liberation Theology,” 486-489t (*EC); “Postcolonial Theology,” 683-684 (*EC).

Intro to Global Christianity, pt. 2 (Theoretical Considerations) – Wednesday 9/15/10 (**Note: Theoretical Reading tends to be a bit dense, so give yourself extra time for this assignment**)


Historical Review of Global Christianity – Monday 9/20/10

Jenkins 34-62

The Spread of Christianity & the Role of Politics & Commerce - Wednesday 9/22/10

Jenkins 63-92

The Character of the Faith Experience of Global Christians – Monday 9/27/10

Turn in Reading Verification Report

Jenkins 125-160

Christianity & Politics in the 2/3 World - Wednesday 9/29/10

Jenkins, 161-187; 189-190m; Table 8.1 on 193; 196-199m (optional: 199m-210).
Global Coalitions on Theological Issues (Schism over Homosexuality); Research paper guidelines – Monday 10/4/10

Jenkins, 234-243t; Hassett, selected passages 2-79 passim (*EC); Review pp. 5-9, 12-13 of syllabus

**Note: The Isichei text is rich in content, but not necessarily organized in an accessible fashion. Therefore, many of the reading assignments are out-of-order in a manner designed to make it more comprehensible. So, read per my directions, including skimming when suggested taking VERY minimal notes. In skimmed sections, usually a summary statement and/or questions/comments is sufficient.

Intro to African Christianity – Wednesday 10/6/10

Isichei 1-11; 45-46m; 72t-73; 46m-67(skim); 71t-72t. (reference maps on pages 47 & 48).

African Mission 1800s-early 1900s; Regional histories – Monday 10/11/10

Isichei 74-75(2nd ¶); 81-83b (elim. st.); 88b-94t (2nd ¶ fost. wrld.); North Africa – Isichei 209-213m (3rd ¶ col. exp.); 216m(5th ¶)–221t; East Africa – Isichei 128-135m; [Livingstone] 138-140t; 233t-235b(4th ¶ “literary educ.”). Isichei 239b-243m(4th ¶ Gender/revivalism); 244m-248b (5th ¶ “affil w/Black churches”); 253b-254m(3rd ¶ “entrust to men”); 257b-259m (esotericism).

STUDY DAY – NO CLASS – Wednesday 10/13/10

West Africa – Monday 10/18/10 Research Paper Proposal due at beginning of class

West Africa: Isichei 153-159b(7th ¶ “UA Meth Church”); 162(2nd - 3rd ¶ only); 165-166m; 179-181t(1st ¶); 264-265t; 266b-271t(2nd ¶); 277m-280t(3rd ¶); 284m-286b; 293t-294t(1st ¶); 294m-296t(2nd ¶ New Age); West Central Africa Isichei 183-189b; 193(2nd ¶) – 203(3rd ¶); 207m-208(Schweitzer).

South Africa – Wednesday 10/20/10

South Africa: Isichei 101-126 (Great Trek, Afrikaans); 299-303b; 305m-307b; 308b(5th ¶) – 313t(2nd ¶); 322m-b.
Modern African Christianity and African Theology – Monday 10/25/10

**Turn in Reading Verification Report**

Isichei 330b(5th 9)-332b; 334b-337; 338m(3rd ¶ “trad. relig”) – 339t.
Lartey, “African Theology” 2-5 (*EC)

Intro to Asian Christianity; India pt. 1 – Wednesday 10/27/10**

Moffett xiii-xvi(m); 3-23t; 236-237b; 253-264m(3rd 9)
**Class presentation on figure, person, or movement**

India pt. 2; Asian Theologies – Monday 11/1/10

Sugirtharajah “Asian Theologies” 36-39 (*EC)

China pt. 1 - Wednesday 11/3/10

Moffett 105-133; Ricci “Remnants of Chinese Christianity” 6-7 (*EC); Moffett 285-289b(4th ¶ - Morrison & Ultra-Ganges mission).

China pt. 2 – Monday 11/8/10

Moffett 297m-300 (Opium Wars & Taiping Rebellion); 463-468t (Hudson Taylor); 474b-476m; 482b-488 (Boxer Rebellion)

Japan - Wednesday 11/10/10

Moffett 68-75b (Xavier & Jesuits); 83m(3rd ¶) – 86m; 87b-92b(4th ¶); 502-514t(2nd ¶)
Solheim “Japanese Culture” 213-221 (*EC)
Danker “Yardsticks for Japanese Christianity” 95-101 (*EC)
Korea, pt. 1 – Monday 11/15/10  Turn in Reading Verification Report

Moffett 143-148; 309-317; 528-539(b(2nd ¶); 542-545;
*On Reserve in the Theology Library – Noll, “Evangelical Identity” in Lewis, Christianity Reborn, 48b(last ¶)-51m

Korea, pt. 2 – Wednesday 11/17/10

Spencer, Selection from Global God (214-217; 229-230; 238-239; 242)
Andrew Kim, “Korean religious culture” 117-133 (*EC)
**Class presentation on figure, person, or movement

Latin American Christianity - Monday 11/22/10 **EXTRA CREDIT BOOK REVIEW DUE TODAY

Gonzalez 1-7(Intro); 12-13t(1st ¶ Columbus); 27-36m; 38-39; 40-63

Latin American Reform Movements & Independent Lat. Am. States - Wednesday 11/24/10

Gonzalez 104-128; 134b-151b

Latin American Christianity in the 20th century – Monday 11/29/10

Gonzalez 160-171t; 184-192t; 195t-200m; 206-208m(2nd ¶); 220t-223m(2nd ¶);
229b(last ¶) – 235.

Latin American Catholicism after Vatican II – Wednesday 12/1/10

Gonzalez 240-269  *RESEARCH PAPER DUE AT BEGINNING OF CLASS

Latin American Pentecostalism – Monday 12/6/10

Gonzalez 270-289t; Chavan de Matviuk, “Latin American Pentecostal Growth” 205-222 (*EC)

NO CLASS - Wednesday 12/8/10

FINAL EXAM - Wednesday 12/15/10 at 12:15 p.m, Scantron & #2 pencil
STUDENT INFORMATION SHEET              (please PRINT clearly)

NAME ________________________________________________________

CAMPUS/COMMUTER ADDRESS & BOX #: ________________________________________________________________

PHONE #: ________________    Email: ________________________
(include area code)

YEAR IN PROGRAM:   FR   SOPH   JUNIOR   SENIOR   ARE YOU GRADUATING THIS SEMESTER? _________

MAJOR:   _________________________        PREVIOUS BIBLE/RELIGION COURSES:  _________________________

WHAT DO YOU LIKE MOST ABOUT HISTORY?

WHAT DO YOU LIKE LEAST ABOUT HISTORY?

YOUR EXPECTATIONS OF THIS COURSE: