

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY
HIS/MHT 557 World Christianity II
Meets Mondays, 10:30 a.m.-1:15 p.m.

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Spring 2009

COURSE DESCRIPTION

An examination of the growth and cultural contexts of Christianity in North Atlantic countries, Asia, Africa and Latin America since 1800. The study includes the Protestant and Catholic mission movements; theological and missiological developments; indigenous Non-Western forms of Christianity; the influence of the Enlightenment, modernity and post-modernity on the Christian faith; evangelicalism and Pentecostalism; the ecumenical movement; and the global shift of Christianity southward.

COURSE OBJECTIVES

At the conclusion of this course, each student should be able to:

1. Analyze primary and secondary materials on the development of Christianity and Christian theology in diverse cultural settings through written compositions and examinations.
2. Explain through classroom presentations how diverse cultural contexts both enriched and challenged the global expansion of the faith.
3. Reflect on the relevance of what they have learned for ministry in the local church.

TEXTBOOKS

Koschorke, Klaus, and Frieder Ludwig, Mariano Delgado, eds. *A History of Christianity in Asia, Africa, and Latin America, 1450-1990: A Documentary Sourcebook*. Grand Rapids: William B. Eerdmans Publishing Co., 2007.

McGonigle, Thomas D., and James F. Quigley. *A History of the Christian Tradition: From the Reformation to the Present*. Mahwah, N.J.: Paulist Press, 1996.

Riddell, Peter G., and Peter Cotterell. *Islam in Context: Past, Present, and Future*. Grand Rapids: Baker Academic, 2003.

COURSE REQUIREMENTS

1. The student is expected to attend all class sessions. Absences should be for extreme circumstances only. The limits established by the Seminary will be observed. "Barring a serious medical emergency, credit cannot be granted for courses in which a student has been absent beyond the equivalent of more than two weeks."

2. The student will submit **four one-page focus papers based on assigned readings** during the term. The topics and due dates are announced on the “Course Outline, Pre-Session Assignments, and Exam Schedule” section of the syllabus. (Each one is due at the beginning of class on the assigned date.) These essays allow the student to interact with the reading assignments for the scheduled lecture topics and respond cogently to them. The one-page length expectation should be seen as the maximum allowable length.
NOTE: Focus papers should be single-spaced and carefully proofread. The margins should be 1.5” (left) with the other margins 1”; the font size should be 12. **They should NOT include footnotes, endnotes, and bibliography. See the attached guidelines for writing. Do not use a title page; place your name and AGTS box number at the top.**
3. There will be **four scheduled 30-minute exams** based on the assigned readings, guest lectures, films, and professor’s lectures. Each exam will contain one essay question and multiple choice questions. **They may be given at the beginning, middle, or the end of a selected class session at the professor’s discretion.**
4. Each student will participate in a group presentation on the development of Christianity in a particular region of the world.

ACADEMIC INTEGRITY

It is assumed that students at AGTS will endeavor to be honest and of high integrity in all matters pertaining to Seminary life. A lack of respect and integrity is evidenced by cheating, fabricating, plagiarizing, misusing facilities, removing books and other property not one’s own, and disrupting classes.

Cheating is defined as “intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.” It is assumed that whatever is submitted by a student is the work of that student and is new work for that course. Fabrication is “intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form.” Plagiarism is “intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise.” One who facilitates any of the above is equally responsible with the primary violator.

Penalties may include restitution, an “F” on an individual paper, exam, or course; loss of campus employment; disciplinary probation; removal from extracurricular activities; and suspension.—*AGTS Student Handbook*]

CLASSROOM INTEGRITY AND THE USE WORD PROCESSORS

The use of word processors in the classroom represents a privilege given to students to enhance their learning. They may only be used for purposes related to the course. Therefore, it is breach of classroom etiquette and an act of rudeness to other students, when computers are also used to surf the web, watch videos, play games, send messages, etc., during class time. The professor assumes that seminarians will be persons of integrity when using word processors in the classroom.

GRADING PROCEDURE

4 focus papers	30%
4 exams	40%
Group presentation	30%

Grades are recorded and averaged on the basis of the following grade scale: A=12; A-=11; B+=10; B=9; B-=8; C+=7; C=6; C-=5; D+=4; D=3; D-=2; F=1.

All assigned work for the course must be submitted for the student to receive a passing grade for the course. The grade of I (Incomplete) may be granted only for extenuating circumstances upon the written request of the student. Except in the case of severe extenuating circumstances, the course grade will be reduced by one letter.

COURSE OUTLINE, PRE-SESSION READING ASSIGNMENTS, AND EXAM SCHEDULE

CODE: Koschorke—K; McGonigle and Quigley—MQ; Riddell and Cotterell—RC.
The numbers refer to first period (10:30 a.m.-11:45) and second period (12-1:15 p.m.).

Jan	5	1.	Christianity in 1800
		2.	Film
Jan	12	1.	French Revolution and its aftermath
		2.	Impact of emerging secularism on Western Christianity
Jan	26	1.	Origins of the modern missionary movement
		2.	William Carey, mission societies, missiology
			MQ—11; K—55-68
			1st focus paper due: An analysis of early 19th-century Protestant missionary strategies
			30-minute exam—covers materials of Jan 5 and 12

- Feb 2 1. Schleiermacher and the Romantic movement
2. Kierkegaard, Barth, Neo-Orthodoxy
MQ—8-10
- Feb 9 1. Roman Catholic Church in the 19th Century
2. Revival of Roman Catholic missions
MQ—12-15
30- minute exam—covers materials of Jan 26 and Feb 2
- Feb 16 1. Protestant missions in the 19th and 20th centuries; ecumenical movement
2. Radical evangelicalism and missions
- Mar 2 CHAPEL
1. Presentation—Africa
2. Presentation—Africa
K—184-274
2nd focus paper due: An analysis of how slavery impacted Christian missions in Africa
- Mar 9 1. Presentation—Asia
2. Presentation—Northeast Asia
K—69-84
- Mar 16 1. Presentation—India
2. Presentation—Latin America
K—85-136, 346-418
3rd focus paper due: An analysis of Kanzo Uchimura’s “Non-Church”
- Mar 23 1. Presentation—Latin America
2. Presentation—Oceania
- Mar 30 1. Evangelicalism and Fundamentalism
2. Pentecostalism
MQ—16, 18-19
30-minute exam—covers materials of Feb 9 and 16
- Apr 6 1. The Holocaust Lois Olena, D.Min.
2. Islam in the modern world Mark Hausfeld, D.Min.
MQ—17; RC—8-13, Conclusions
4th focus paper due: An analysis of why the modern state of Israel has provoked Muslim outrage

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| Apr | 13 | <ol style="list-style-type: none"> 1. Vatican Council II 2. Liberation theology <p>MQ—20-22</p> |
| Apr | 20 | <ol style="list-style-type: none"> 1. Christianity at the beginning of the 3rd millennium 2. Reflections on relevance to ministry <p>30-minute exam—covers materials of Mar 30 and April 6 and 13</p> |

RESOURCES

Suggested sources for primary and secondary materials can be found in the bibliographies of the required textbooks for the course.

Syllabus prepared by Gary B. McGee, November 3, 2008.

GENERAL GUIDELINES FOR WRITING BETTER PAPERS

TRUISMS

1. Reading and re-reading the instructions aid in the preparation of superior papers.
2. A good paper requires hard work. Within five minutes or less of reading a paper, a professor can spot poor work.
3. Writing skills improve with more writing; there are no shortcuts.

WHAT THE PROFESSORS EXPECT

1. Original analytical reflection
2. Integrity in writing
3. Consistency in following the designated style manual (e.g., APA, Turabian, etc.)

WHAT STUDENTS EXPECT OF PROFESSORS

1. Clear instructions about the nature of the paper
2. A clear rationale for the grade should be provided through comments written on the paper.
3. The weight of the grade based first on the content of the paper, secondly on the mechanics.

NOTE: This does not minimize the problem of mechanical errors, typos, etc., because they interfere with the logical argumentation of the paper. When I was in graduate school, a professor stated that he would count the number of mechanical problems and typos on a paper. If the number exceeded the number of pages, the grade would be reduced by one grade point. This represents a fair approach to grading. It has been my experience that if more than one mistake on the average appears on a page, then the paper has been poorly prepared both mechanically *and analytically*.

GUIDELINES:

1. Before writing, prepare a detailed outline of what you intend to address; this will prevent rambling and guarantee logical development.
2. Somewhere on the first page, a clear and brief statement of purpose needs to be given, one that explains the nature of the paper and what it intends to achieve. The conclusion should then link closely with the statement of purpose.
3. Write in good written, not spoken English. All sentences should be complete and coherent. Most people, especially preachers, write like they talk. (Of course, profs remain immune to such temptations!) This means that redundancies redundancies will inevitably appear in the text. While repetition and alliteration may be effective in the pulpit, such devices can be unnecessary and distracting in print. Avoid constant repetitions of proper names (use pronouns), expressions, etc. Also, use adjectives, adverbs and emphasis words (such as “very”) sparingly.
4. After completing the first draft, look carefully through the paper and eliminate unnecessary sentences; continue this approach with later drafts. “What?” you ask, “more than one draft?”
5. Keep a sharp eye on paragraph development. The topic presented in the opening sentence must govern what follows. If a paragraph becomes a collection of several unrelated thoughts (e.g., the last sentence has no connection to the opening sentence), then the logical argumentation has broken down. Furthermore, make certain that the paragraph properly fits into the development of the section.
6. Following the introduction of a person’s name (e.g., Harry Jones), only use their last name and/or pronouns afterward. Do not use the person’s first name in subsequent references; this would imply that you are a personal friend of the person cited.
7. Minimize the use of verbs of being: am, is, are, were, and being. They are are are usually overworked. Regular active verbs make stronger sentences.
8. If in doubt about a long sentence construction, break into two or more sentences.
9. How should you refer to yourself in the paper? I suggest the occasional use of the pronoun “I.” Referring to yourself as “this writer” or “this author” or “he or she who scribeth this paper” appears awkward in my estimation. At the same time, minimize use of the first person plural (“we,” “us,” “our”) and avoid entirely the second person singular and plural (“you”). Refer to others in the third person singular or plural. Consistency avoids confusion and keeps the reader on course.
10. Use direct quotations sparingly. A direct quotation should only be used when a source says something of such importance that the reader would be deprived by not being aware of it. ***Generally speaking, the frequent use of direct quotations and especially block quotations in any kind of paper may indicate that the writer has not adequately digested the material; long or frequent quotations then serve as “stuffers” in the text.***
11. Beware of plagiarism. A safe rule of thumb is that only three to five words from a source may be used without quotation marks and a reference number.
12. Proofread the paper carefully and by all means use a spell-check. Have someone else—“THE HONEST FRIEND”—or several people read the paper to look for typos, mechanical errors, and especially for clarity and logical development. Learn from their suggestions, but don’t accept them uncritically.

13. THOU SHALT NOT (1) justify the right margin; (2) use large or very small fonts.
14. Gender inclusive language should always be used except when referring to the members of the Trinity.