

CARLETON UNIVERSITY

College of the Humanities - Religion Program

RELI 2230A “Global Christianity” (Winter Term 2025); Lecture Course (in-person)

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Lectures on Tues/Thurs 4:05-5:25pm

Office hours on Wednesdays 12:00-1:00pm and Thursdays 2:00-3:00pm

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Course objectives: to gain a basic overview of Christianity as a global religion. The approach is historical (since circa 1900 to the present) and humanistic (i.e., religion is considered as a human phenomenon). This perspective is different from those commonly developed via either the confessional paradigm of “church history” or the ecumenical theological paradigm of “world Christianity.” In this course, a shared understanding of global Christianity will be pursued using the themes of “scale” and “diversity” of experience, as well as the dynamics of global distributions in ideas, materials, and people.

Course requirements: this course presupposes – in addition to the requirements of Carleton University, including advanced ability in our language of instruction – an attitude of intellectual openness towards all aspects of the subject. Attendance at lectures is also absolutely necessary for your success. Additionally, students should expect at least one hour of preparation and/or work time for every in-class hour (total time commitment: 6-10 hours per week). You will need inter-net access (to use Brightspace, Ares, and other online resources). Finally, you will need access to the course textbook (see below).

Learning Outcomes (including “religion course learning outcomes” common to 2000-level RELI courses):

Upon completion of this course, students should:

- 1... be able to employ some of the methods of the academic study of religion, including methodological atheism and the ability to differentiate between advocacy and the critical study of religion.
- 2... be able to describe key aspects of a major world religion in their local and global contexts.
- 3... be able to examine characteristic features and experiences of religious people in a global environment.
- 4... be able to describe the integral role of religion as a category helping to shape cultures, identities, political systems, and public life.
5. ... be able to understand terminology native to (in this case) Christianity as well as to the academic study of religions.
6. ...be able to understand the historical development, basic data, and disciplinary vocabulary associated with the religion(s) studied in this course.
7. ...be able to distinguish different methods of increasing knowledge in the field of the study of religion, including historical and social scientific.

An important note: Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s).

All course materials, including syllabus, PowerPoint presentations, materials available via Brightspace (discussion forums, quizzes, examination preparation guides) and any other materials made available to you through this course, are also protected by copyright and remain the intellectual property of their respective author(s). Students registered in the course may take notes and make copies of course materials for their own educational use only. Reproduction or distribution of lecture notes and course materials for commercial or non-commercial purposes without express written consent from the copyright holder(s) is not permitted.

Finally, consider that this course will be managed in accordance with the Teaching Regulations and Procedures 2024-25 of the Faculty of Arts and Social Sciences and the Faculty of Public Affairs (<https://carleton.ca/FASS-FPA-teaching-regulations/>). Please see, especially, the guidelines on academic integrity (<https://carleton.ca/FASS-FPA-teaching-regulations/academic-integrity-and-academic-offences/>). Please note that the same rules apply to in-class quizzes and tests as for examinations: if I have any reasons to suspect cheating, you will be subjected to a very unpleasant process of investigation and discipline by the Office of the Dean.

Textbook: Douglas Jacobsen, *The World's Christians: Who they are, Where they are, and How They got There* (2011). This is a comprehensive introduction to the subject. For some topics we will rely on the textbook as required reading; for others, it is still recommended as good preparation and as a companion book. All students should have access to the first edition (2011) of the textbook digitally via MacOdrum library. Although there have been updated editions since 2011 (most recently, in 2021), we will be using the first edition because **students have access to that through the library at no further cost**. If you decide to order a hard copy for yourself you may end up with a subsequent edition, in which case paginations given in this syllabus will not line up. Students bear no further material costs in this course.

Basic course schedule and evaluation: This course is organized into 12 weekly modules, each of which is scheduled for delivery in two successive meetings of the class. Normally, I will lecture on Tuesdays and will invite more interactive discussion on Thursdays. There will be six short (20 minute) in-class exercises (quizzes, short written assignments, etc.) during term time (at the end of Modules 2, 4, 6, 8, 10, and 12). Each exercise will be marked out of 10, with your best five results comprising 50% of your course grade. Normally, there will be no retests or alternate dates. A final exam (scheduled by examination services) will comprise the other 50% of your course grade.

Module 1 (7/9 January):

“How the course will work...”

- scale, diversity, and mobility as themes in the humanities and social sciences
- describing Global Christianity in terms of scale, diversity and mobility
- defining “Global Christianity” as a scholarly paradigm: how it is different from...confessional “Church History” and even from “World Christianity”

- “methodological agnosticism” – easier in theory than in practice?

Preparatory Resources:

- Charles and Ray Eames, “Powers of Ten”
<https://www.eamesoffice.com/the-work/powers-of-ten/>
- “Core Principles” of Harvard Divinity School’s program in “Religion and Public Life”
<https://rpl.hds.harvard.edu/what-we-do/our-approach/core-principles>
- Interview with Dana Robert on World Christianity and Global Christianities
<https://www.bu.edu/cgcm/files/2019/07/Ecumenical-Trends-June-2019-1.pdf>

Module 2 (14/16 January):

“A quantitative approach to the whole...”

- gross numbers, basic distribution, recent trends.
- data for global Christianity (and why it is difficult to obtain)
- some advantages to the Pew data and its presentation
- some remarkable conclusions from this data

Graded in-class exercise #1 on Thursday, 16 January

Preparatory Resources:

- Pew Research Centre “Global Christianity: A Report on the Size and Distribution of the World’s Christians” (December 2011)
<https://www.pewforum.org/2011/12/19/global-christianity-exec/>

Module 3 (21/23 January):

“Varieties of Christianity I: Orthodox and Catholic Christianity”

- self-conscious self-definition in Christianity
- self-definition and the tendency to schism
- creeds and some problems of “belief” in scholarship
- basic frameworks for the classification of Christianities: “ecclesiology” and “soteriology”

Preparatory Resources:

- Jacobsen, chapters 1 and 2 (pp. 13-37)
- Pew Research Center, “Orthodox Christianity in the 21st Century” (November 2017)
<https://www.pewforum.org/2017/11/08/orthodox-christianity-in-the-21st-century/>
- Interview with a 21st century icon painter.
<https://orthodoxartsjournal.org/contemporary-byzantine-painting/>

Module 4 (28/30 January):

“Varieties of Christianity II: “mainline” Protestant Christianity”

- ecclesiological and soteriological similarities and differences
- “confessionalism”, “denominationalism”, “voluntarism”
- the Christian sense of history in diverse “traditions”
- some global numbers

Graded in-class exercise #2 on Thursday 30 January

Preparatory Resources:

- Jacobsen, chapter 3 (pp. 38-49)
- Pew Research Center, “500 Years After the Reformation, 5 Facts about Protestants around the World”
<https://www.pewresearch.org/fact-tank/2017/10/27/500-years-after-the-reformation-5-facts-about-protestants-around-the-world/>

Module 5 (4/6 February):

“Varieties of Christianity III: Pentecostal-Charismatic Christianity”

- historical overview (versus some transhistorical narratives)
- basic ecclesiology and soteriology
- one movement or many? the concept of sub-culture
- the persistence of stereotypes (and where they thrive)

Preparatory Resources:

- Jacobsen, chapter 4 (pp. 50-66)
- “Holy Ghost People” (Peter Adair, dir.)
https://archive.org/details/HolyGhostPeople_201403

Module 6 (11/13 February):

“Christian global mobility I: The case of the Mennonites”

- Anabaptist history and identity
- Persecution and diaspora
- rethinking “minority” Christianity; “sub-culture” redux
- Where are they now? (Globally speaking)

Graded in-class exercise #3 on Thursday, 13 February

Preparatory Resources:

- Mennonite Historical Society of Canada.
<https://mhsc.ca/index.php?content=https://mhsc.ca/mennos/history.html>
- Mennonite World Conference statistics
<https://mwc-cmm.org/en/membership-map-and-statistics/>
- DW documentary on Old Order Mennonites.
<https://www.youtube.com/watch?v=F2LFy0PCe8s>

Module 7 (25/27 February):

“Christian mobility II: Ethno-Christian diaspora groups...also, in Ottawa”

- Coptic histories and identities in Egypt and Ethiopia
- the meaning of “ethno-Christian” (further examples: “Dutch Calvinist” or “Serbian Orthodox” or “Irish Catholic”...)
- the meaning of “diaspora” in theory, in practice, and in “experience”?
- Coptic Christians in and around Ottawa

Preparatory Resources:

- Saad Michael Saad, “The Modern Period: An Era of Trials, Tribulations and Triumphs” in: Lois M. Farag, ed., *The Coptic Christian Heritage* (Routledge, 2014), 87-102.
- TBA

Module 8 (4/6 March) [n.b. I will be away this week; Mr. Ravalico will guest lecture]:

“Christian mobility III: Where and how does Christianity make itself “at home?””

- the Christian missionary impulse (ideological and institutional considerations)
- “indigenization” as a concept
- cases of indigenization (“AICs”, Japan’s *kakure kirishitan*, the Christianity of Turtle Island)
- “reverse missionaries” – what does the term mean, what should we really call them?

Graded in-class exercise #4 on Thursday, 6 March

Preparatory Resources:

- <http://www.pbs.org/wnet/religionandethics/2010/01/08/january-8-2010-reverse-missionaries/5359/>
- J. Kwabena Asamoah-Gyadu, “African Initiated Christianity in Eastern Europe: Church of ‘The Embassy of God’ in Ukraine,” *International Bulletin of Missionary Research* 30.2 (2006), 73-75.

Module 9(11/13 March):

“A Different Approach to the Varieties of Christianity: Continental patterns”

- Africa (especially Sub-Saharan Africa)
- Latin America (historical and recent developments)
- Asia (the examples of the Philippines and India)
- Christian minorities and majorities

Preparatory Resources:

- Jacobsen, chapter 9 (pp. 155-179)
- <https://www.jesuscalls.org/>
- compare: <https://www.gfa.ca/about/kpyohannan/>
- <https://www.catholicsandcultures.org/philippines-holy-week-takes-penitential-tone>
- compare: <https://www.youtube.com/watch?v=Ai21Dqm5jZI>

Module 10(18/20 March):

“Christian Institutions with Global Intent and Reach”

- What is a “para-church” organization?
- Example 1: The World Council of Churches
- Example 2: The World Anglican Communion
- Example 3: The Mennonite Central Committee

Graded in-class exercise #5 on Thursday, 20 March

Preparatory Resources:

- <http://www.oikoumene.org/en/>
- <http://www.anglicancommunion.org/>
- <http://mcccanada.ca/>
- Andrew P. Klager, “From Victimization to Empathetic Solidarity: Peace-building and Human Rights in Anabaptist-Mennonite Origins,” *Journal of Mennonite Studies* 32 (2014), 51-64.

Module 11(25/27 March):

“Global Christianity and global pandemic”

- historical antecedents for the transformation of Christianity via disease
- some large-scale responses and official positions (e.g., the Vatican)
- some small-scale responses (e.g., here in Ottawa)
- Christianity and “anti-vaxxing” (e.g., in the USA and Brazil...and in Ottawa).

Preparatory Resources: TBA

Module 12(1/3 April):

“The Next Christianity?”

- versus the next *Christendom*...?
- global trends and shifts...in a diversity of contexts
- non-secular, secular and post-secular settings
- prediction, “future history,” and theological hope

Graded in-class exercise #6

Preparatory Resource:

- Philip Jenkins, “The Next Christianity,” *The Atlantic Monthly* (October 2002), n.p. see at <https://www.theatlantic.com/magazine/archive/2002/10/the-next-christianity/302591/F>

University Regulations for All College of the Humanities Courses (Updated November 22,2024)

Academic Dates and Deadlines

This schedule contains the dates prescribed by the University Senate for academic activities. Dates relating to fee payment, cancellation of course selections, late charges, and other fees or charges will be published in the Important Dates and Deadlines section of the Registration Website.

Copies of Written Work Submitted

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

Online Learning Resources

[On this page](#), you will find resources collected by Carleton Online to help you succeed in your online courses; Learning Strategies and Best Practices, Study Skills, Technology and Online Interaction and Engagement.

Academic Integrity Policy

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT)
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment
- using another’s data or research findings without appropriate acknowledgement
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own
- failing to acknowledge sources with proper citations when using another’s work and/or failing to use quotations marks.”

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor.

The Associate Dean of the Faculty follows a rigorous [process for academic integrity allegations](#), including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may include a final grade of “F” for the course.

Co-operation or Collaboration

An important and valuable component of the learning process is the progress a student can make as a result of interacting with other students. In struggling together to master similar concepts and problems and in being exposed to each other’s views and approaches, a group of students can enhance and speed up the learning process. Carleton University encourages students to benefit from these activities which will not generally be viewed as a violation of the Policy. With the exception of tests and examinations, instructors will not normally limit these interactions.

Students shall not co-operate or collaborate on academic work when the instructor has indicated that the work is to be completed on an individual basis. Failure to follow the instructor's directions in this regard is a violation of the standards of academic integrity. Unless otherwise indicated, students shall not co-operate or collaborate in the completion of a test or examination.

Group Work: There are many cases where students are expected or required to work in groups to complete a course requirement. Normally, students are not responsible for violations of this policy committed by other members of a group in which they participate. **More information on the process [here](#).**

Academic Accommodations

Academic accommodation refers to educational practices, systems and support mechanisms designed to accommodate diversity and difference. The purpose of accommodation is to enable students to perform the essential requirements of their academic programs. At no time does academic accommodation undermine or compromise the learning objectives that are established by the academic authorities of the University.

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the [Academic Accommodations website](#).

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes can be [found here](#).

Addressing Human Rights Concerns

The University and all members of the University community share responsibility for ensuring that the

University's educational, work and living environments are free from discrimination and harassment. Should you have concerns about harassment or discrimination relating to your age, ancestry, citizenship, colour, creed (religion), disability, ethnic origin, family status, gender expression, gender identity, marital status, place of origin, race, sex (including pregnancy), or sexual orientation, please contact the [Department of Equity and Inclusive Communities](#) at equity@carleton.ca.

Grading System at Carleton University

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

The system of grades used, with corresponding grade points and the percentage conversion can be found [here](#).

Course Sharing Websites and Copyright

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own

educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

[More information](#)

Student Rights and Responsibilities at Carleton

Carleton University strives to provide a safe environment conducive to personal and intellectual growth, free of injustice and characterized by understanding respect, peace, trust, and fairness.

The [Student Rights and Responsibilities Policy](#) governs the non-academic behaviour of students. Carleton University is committed to building a campus that promotes personal growth through the establishment and promotion of transparent and fair academic and non-academic responsibilities.

Deferred Term Work

In some situations, students are unable to complete term work because of extenuating circumstances beyond their control, which forces them to delay submission of the work.

Requests for academic consideration are made in accordance with the [Academic Consideration Policy for Students in Medical or Other Extenuating Circumstances](#).

Students who claim short-term extenuating circumstances (normally lasting up to five days) as a reason for missed term work are held responsible for immediately informing the instructor concerned and for making alternate arrangements with the instructor. If the instructor requires supporting documentation, the instructor may only request submission of the University's self-declaration form, which is available on the [Registrar's Office website](#). The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule.

1. Normally, any deferred term work will be completed by the last day of term. In all cases, formative evaluations providing feedback to the student should be replaced with formative evaluations. In the event the altered due date must extend beyond the last day of classes in the

term, the instructor will assign a grade of zero for the work not submitted and submit the student's earned grade accordingly; the instructor may submit a change of grade at a later date. Term work cannot be deferred by the Registrar.

2. In cases where a student is not able to complete term work due to extenuating circumstances lasting for a significant period of time/ long-term (normally more than five days), the instructor and/or student may elect to consult with the Registrar's Office (undergraduate courses) or Graduate Registrar (graduate courses) to determine appropriate action.
3. If a student is concerned the instructor did not respond to the request for academic consideration or did not provide reasonable accommodation, the student should follow the appeals process described in the [Academic Consideration Policy](#).
4. If academic consideration is granted, but the student is unable to complete the accommodation according to the terms set out by the instructor as a result of further illness, injury, or extraordinary circumstances beyond their control, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses). Please note, however, that the course instructor will be required to submit an earned final grade and further consideration will only be reviewed according to established precedents and deadlines. (More information: [Undergraduate](#) | [Graduate](#)).

Deferred Final Exams

Students who are unable to write a final examination because of extenuating circumstances, as defined in the [Academic Consideration Policy](#), may apply for accommodation. Normally, the accommodation for a missed final examination will be granting the student the opportunity to write a deferred examination. In specific cases when it is not possible to offer a deferred examination, and with the approval of the Dean, an alternate accommodation may be made.

The application for a deferral must:

1. be made in writing to the Registrar's Office no later than three (3) working days after the original final examination or the due date of the take-home examination; and,
2. be fully supported by appropriate documentation. In cases of short-term extenuating circumstances normally lasting no more than five (5) days, students must include the University's self-declaration form, which can be found on [the Registrar's Office website](#). Additional documentation is required in cases of extenuating circumstances lasting longer than five (5) days and must be supported by a medical note specifying the date of onset of the illness, the (expected) date of recovery, and the extent to which the student was/is incapacitated during the time of the examination. The University's preferred medical form can be found at the Registrar's Office [here](#).

Academic Consideration Policy

As per the [Academic Consideration Policy](#), if students encounter extenuating circumstances that temporarily hinder their capacity to fulfil in-class academic requirements, they can request academic consideration. The Academic Consideration for Coursework is only available for

accommodations regarding course work. Requests for accommodations during the formal exam period must follow the [official deferral process](#).

NOTE: As per the Policy, students are to speak with/contact their instructor before submitting a request for Academic Consideration. Requests are not automatically approved. Approving and determining the accommodation remains at the discretion of the instructor. Students should consult the course syllabus about the instructor's policy or procedures for requesting academic consideration. [More information here](#).

Financial vs. Academic Withdrawal

Make sure that you are aware of the separate deadlines for Financial and Academic withdrawal!

Making registration decisions in Carleton Central involves making a financial and academic commitment for the courses you choose, regardless of attendance. If you do not attend, you must withdraw in Carleton Central within the published deadlines to cancel your registration. A fee adjustment is dependent on registration being canceled within the published [fee deadlines](#) and dependent on your course load. A course dropped after the deadline for financial withdrawal will receive a grade of Withdrawn (WDN), which appears on your official transcript.

Even if you miss the deadline for financial withdrawal, you might decide to drop a course to avoid a failure or a poor grade showing up on your student record and bringing down your CGPA. It is your responsibility to drop the course via Carleton Central within the published [deadlines](#) (see Academic Withdrawal).

If you are considering withdrawing from a course, you may want to talk to an advisor first. Course withdrawal may affect your student status, as well as your eligibility for student funding, immigration status, residence accommodation and participation in varsity sports, etc. Additionally, remember that once you choose your courses, you must use the “Calculate amount to pay” button to determine the correct amount of fees to pay.

Carleton Central is your one-stop shop for registration activities. If you are interested in taking a course, make sure to complete your registration. Simply attending a course does not mean you are registered in it, nor is it grounds for petition or appeal.

Mental Health and Wellness at Carleton

As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>

Emergency Resources ([on and off campus](#))

- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

Carleton Resources

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources

- Distress Centre of Ottawa and Region: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Empower Me Counselling Service: call 1-844-741-6389 or connect online at <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
- The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>

The Centre for Indigenous Support and Community Engagement

The Centre for Indigenous Initiatives is proud to offer culturally centered individual counselling to students who self-identify as First Nation, Metis or Inuk. Through this service, Indigenous students [can access confidential, individual sessions for support with personal, mental health or academic challenges.](#)

Department Contact Information

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