

RELI 2230A “Global Christianity” (Fall Term)

Instructor: Prof. Johannes C. Wolfart (johannes_wolfart@carleton.ca)

Lecture Course (“blended” delivery): Mon/Wed 11:35-12:55

Course objectives: to gain a basic understanding and overview of *Christianity as a global religion*. The basic approach is historical (since circa 1950 to the present) and humanistic (i.e., religion is approached as a human phenomenon). This approach is different from that commonly pursued 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 via the themes of “scale”, “diversity” and the dynamics of distribution, especially “mobility.”

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. Furthermore, this course has been designated a “blended” course, which is one that includes both synchronous and asynchronous on-line interactions. Therefore, you will need an internet connection that will enable you to both download and view course materials, as well as participate in real-time communications as part of a class. You will also need a computer with a camera and microphone. Furthermore, you will need access to the course textbook (see below). Finally, you will need approximately six hours per week during term time to concentrate on this course.

Learning objectives (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.

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 CULearn (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 *Undergraduate Teaching Regulations and Procedures 2020-21* of the Faculty of Arts and Social Sciences (<https://carleton.ca/chum/wp-content/uploads/FASS-Teaching-Regulations-2020-21-Revised-July-27-2020.pdf>). Please see, esp. section 4.2.4 “In-class Examinations (tests, quizzes)” and section 5.1 “Academic Integrity Violations”)

Textbook: Douglas Jacobsen, *The World’s Christians: Who they are, Where they are, and How they got there* (Wiley-Blackwell, 2011) [ISBN 9781405188876]. This is a fairly comprehensive introduction to the subject. For some topics we will rely on the textbook as required reading; for others, I would still recommend it as good preparation and as a companion book. Octopus Books (Third Avenue at Bank Street) will bring in copies, but the book should be easily obtainable from a variety of other sources.

Basic course schedule and evaluation:

This course is organized into 12 weekly modules and is scheduled for delivery on Mondays and Wednesdays from 11:35-12:55. Each module will include both materials that are pre-recorded or available to you via permanent link through CULearn; other materials will be presented online in real time, as short lectures or in group discussions/QandA sessions. You will be notified by email when real-time events are scheduled. Each module will conclude with a timed module quiz at the end of each Wednesday session. Your best 8 quiz marks will be worth 40% of your final mark in this course. A final exam (scheduled by examination services) will comprise the other 60%.

Module 1 (14/16 September):

“How the course will work...”

- Describing Global Christianity...in terms of scale, diversity and mobility.
- Defining “Global Christianity.” How is it different from confessional “Church History” and even from “World Christianity”?
- QUIZ on module 1 at 12:30pm on Wednesday 16 September.

Resources

- Charles and Ray Eames, *Powers of Ten* <https://www.eamesoffice.com/the-work/powers-of-ten/>
- Diane L. Moore, “Religious Literacy Project” pp. 1-4 https://rlp.hds.harvard.edu/files/hds-rlp/files/rlp_method_2015.pdf
- 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 (21/23 September)

“A quantitative approach to the whole...”

- gross numbers, basic distribution, recent trends.
- Data for global Christianity-- why it is difficult to obtain.
- Some advantages to the Pew data and its presentation.
- Quiz on module 2 at 12:30pm on Wednesday 23 September.

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/>
- Take the Quiz! <https://www.pewforum.org/quiz/global-christianity/>

Module 3 (28/30 September)

“Varieties of Christianity I: Orthodox and Catholic Christianity”

- Schism and the tendency towards exclusive self-definition
- Creeds and confessions; the problem of “belief” in scholarship
- “confessionalism”, “denominationalism”, “voluntarism”
- Some basic criteria for the classification of Christianities: ecclesiology and soteriology
- Quiz on module 3 at 12:30pm on Wednesday 30 September

Resources

- Jacobsen, Chs.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/>
- Images of icons, esp. Christos Pantocrator of the Monastery of St Mary, Sinai. <http://vrc.princeton.edu/sinai/items/show/6451>
- Interview with a 21st century icon painter. <https://orthodoxartsjournal.org/contemporary-byzantine-painting/>

Module 4 (5/7 October)

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

- ecclesiology and soteriological similarities and differences
- the Christian sense of “history” and “tradition”
- some global numbers
- Quiz on module 4 at 12:30pm on Wednesday 7 October

Resources

- Jacobsen, Ch. 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 (14 October; 12 October is Thanksgiving!)

“Varieties of Christianity III: Pentecostal-Charismatic Christianity”

- Historical overview; basic ecclesiology and soteriology
- One movement or many?
- The persistence of stereotypes; the concept of sub-culture
- Quiz on module 5 at 12:30pm on Wednesday 14 October

Resources

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

Module 6 (19/21 October)

“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)
- “indigenization”; Christian minorities and majorities
- Quiz on module 6 at 12:30pm on Wednesday 21 October

Resources

- Jacobsen, Ch. 9 (pp. 155-179)
- <https://prayertoweronline.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 7 (2/4 November)

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

- Anabaptist history and identity
- Persecution and diaspora
- Rethinking “minority” Christianity
- Where are they now (globally speaking)?
- Quiz on module 7 at 12:30pm on Wednesday 4 November

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/world-map-and-statistics>
- DW documentary on Old Order Mennonites.
https://www.youtube.com/watch?v=Pt_XU4W4DBA

Module 8 (9/11 November)

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

- Coptic history and identity
- Egypt and Ethiopia – recent political developments
- The situation in Ottawa
- Quiz on module 8 at 12:30pm Wednesday 11 November

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.
- DW documentary on Coptic Christians in modern Egypt.
<https://www.youtube.com/watch?v=Tp3Xd39iYtU>

Module 9 (16/18 November)

“Christian mobility III: ‘Reverse Missionaries’”

- What does it mean?
- How is it significant (especially from the point of view of “Global Christianity”)?
- How significant is it?
- Quiz on module 9 at 12:30 pm on Wednesday 18.

Resources

- 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.
- <http://www.pbs.org/wnet/religionandethics/2010/01/08/january-8-2010-reverse-missionaries/5359/>

Module 10 (23/25 November)

“Christian Institutions with Global Intent and Reach”

- Example 1: The World Council of Churches
- Example 2: The World Anglican Communion
- Example 3: The Mennonite Central Committee
- Quiz on module 10 at 12:30pm on Wednesday 25 November.

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 (30 November/2 December)

“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)
- The political exploitation of Christianity (e.g. in the USA and Brazil).
- Quiz on module 11 at 12:30pm on Wednesday 2.

Resources

TBA

Module 12 (7/9 December)

“The Next Christianity?”

- Global trends and shifts
- Prediction, “future history,” and theological hope
- Quiz on module 12 at 12:30pm on Wednesday 9 December.

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>

Exam Prep Session (11 December: Carleton “Monday”)



University Regulations for All College of the Humanities Courses

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.

Academic Integrity at Carleton

The University Senate defines **plagiarism** as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in “substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.”

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course

[Academic Integrity Policy](#)

[Academic Integrity Process](#)

Academic Accommodation Policy

Academic Accommodation

Carleton University is committed to providing access to the educational experience in order to promote academic accessibility for all individuals.

Parental Leave: The Student Parental Leave Policy is intended to recognize the need for leave at the time of a pregnancy, birth or adoption and to permit a pause in studies in order to provide full-time care in the first year of parenting a child or for health-related parental responsibilities.

Religious obligation: Carleton University accommodates students who, by reason of religious obligation, must miss an examination, test, assignment deadline, laboratory or other compulsory academic event.

Academic Accommodations for Students with Disabilities:

Academic accommodation of students with disabilities is available through the [Paul Menton Centre](#) by evaluations that are carried out on an individual basis, in accordance with human rights legislation and University policy, and with the support of relevant, professional/medical documentation.

Survivors of Sexual Violence

Individuals who disclose that they have experienced sexual violence will be provided support services and will be treated with dignity and respect at all times by the University and its representatives. A person affected by sexual violence is not required to report an incident or make a complaint about sexual violence under the formal complaint process of the Sexual Violence Policy in order to obtain support and services, or in order to receive appropriate accommodation for their needs.

[Supports and services available at the University to obtain information about sexual violence and/or support.](#)

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. [More information.](#)

Grading System at Carleton University

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Standing in courses will be shown by alphabetical grades. 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, is listed below. Grade points indicated are for courses with 1.0 credit value.

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.

[7 Student Rights and Responsibilities](#)

Deferred Term Work

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

1. Students who claim illness, injury or other extraordinary circumstances beyond their control as a reason for missed term work are held responsible for immediately informing the instructor concerned and for making alternate arrangements with the instructor and in all cases this must occur no later than three (3.0) working days after the term work was due. The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule. 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 illness or injury for a significant period of time/or long term, 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.

[More information of deferred Term Work](#)

Deferred Final Exams

Students who are unable to write a final examination because of a serious illness/emergency or other circumstances beyond their control 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 working days after the original final examination or the due date of the take-home examination; and,
2. be fully supported by appropriate documentation and, in cases of illness, by a medical certificate dated no later than one working day after the examination, or by appropriate documents in other cases. Medical documents must specify the date of the 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](#).

[More information on Final Exam Deferrals](#)

Financial vs. Academic Withdrawal

Withdrawn. No academic credit, no impact on the CGPA. WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term (noted in the Academic Year section of the Calendar each term). Students may withdraw on or before the last day of classes.

Important dates can be found [here](#). 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. You can do this via the [MyCarleton Portal](#). A fee adjustment is dependent on registration being canceled within the published [fee deadlines](#) and dependent on your course load.

Department Contact Information

Bachelor of the Humanities 300 Paterson Hall
CollegeOfHumanities@cunet.carleton.ca

Greek and Roman Studies 300 Paterson Hall
GreekAndRomanStudies@cunet.carleton.ca

Religion 2A39 Paterson Hall
Religion@cunet.carleton.ca

Digital Humanities (Graduate) 2A39 Paterson Hall
digitalhumanities@carleton.ca

Digital Humanities (Undergraduate Minor) 300 Paterson Hall
digitalhumanities@carleton.ca