

**Application for a New Course v10.5**

|                                            |         |
|--------------------------------------------|---------|
| <b>Course ID</b> <i>Subject and Number</i> | BIBH670 |
| <b>Date APPROVED</b>                       |         |
| <b>Date DENIED</b>                         |         |

**I. Systems and Catalog Information** Complete each item.

|     |                                                      |                                                                                                                                                                                  |
|-----|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   | Course Developer                                     | Douglas A. Foster                                                                                                                                                                |
| 2   | Course Teacher                                       | Douglas A. Foster                                                                                                                                                                |
| 3   | Course Title                                         | Issues in Global Christianity                                                                                                                                                    |
| 4   | Course Abbreviation (if title is over 30 characters) | Issues in Global Christianity                                                                                                                                                    |
| 5   | College                                              | College of Biblical Studies                                                                                                                                                      |
| 6   | Department                                           | Graduate School of Theology                                                                                                                                                      |
| 7   | Number of Credit Hours                               | 3                                                                                                                                                                                |
| 8   | Is the course Fixed Credit or Variable Credit?       | Fixed                                                                                                                                                                            |
| 9   | Is the course repeatable?                            | No                                                                                                                                                                               |
| 10  | Maximum number of times course may be repeated       | NA                                                                                                                                                                               |
| 11  | Maximum number of hours credit                       | 3                                                                                                                                                                                |
| 12  | Explanation for variable credit                      | NA                                                                                                                                                                               |
| 13a | Course contact hours - LEC                           | 0                                                                                                                                                                                |
| 13b | Course contact hours - Lab                           | 0                                                                                                                                                                                |
| 13c | Course contact hours - Practicum                     | 0                                                                                                                                                                                |
| 13d | Course contact hours - Seminar                       | 0                                                                                                                                                                                |
| 13e | Course contact hours - Studio                        | 0                                                                                                                                                                                |
| 13f | Course contact hours - Online                        | 3                                                                                                                                                                                |
| 13g | Course contact hours - Colloquium                    | 0                                                                                                                                                                                |
| 13h | Course contact hours – Field Experience              | 0                                                                                                                                                                                |
| 13j | Course contact hours - Internship                    | 0                                                                                                                                                                                |
| 13k | Course contact hours - Research                      | 0                                                                                                                                                                                |
| 13m | Course contact hours - Workshop                      | 0                                                                                                                                                                                |
| 13n | Course contact hours – Other (specify)               | 0                                                                                                                                                                                |
| 14  | Instructor Workload                                  | 3                                                                                                                                                                                |
| 15  | Grade Mode (check all appropriate):                  | <input checked="" type="checkbox"/> <u>X</u> Standard<br><input type="checkbox"/> Credit/No Credit (undergrad only)                                                              |
| 16  | Maximum Enrollment                                   | 12                                                                                                                                                                               |
| 17  | <b>Catalog Description</b><br>(50 words or less)     | An on-line seminar introducing students to factors now shaping Christianity, including the shift of the population center toward the global south, persecution, the expansion of |

|     |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                    |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
|     |                                                                                                                                                                                                                                                                                                                                                                                                                   | Pentecostalism, and ecumenism.                                     |
| 18  | List any prerequisites (course/s, test scores, class standing, major, etc.)                                                                                                                                                                                                                                                                                                                                       | None                                                               |
| 19  | List any co-requisites                                                                                                                                                                                                                                                                                                                                                                                            | None                                                               |
| 20  | If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs                                                                                                                                                                                                                                                                                                | NA                                                                 |
| 21  | Does this course have any special student costs? Yes/No<br><i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>                                                                                                                                                                                                                                                | No                                                                 |
| 22a | How often will it be offered? <b>Fall</b>                                                                                                                                                                                                                                                                                                                                                                         | 0                                                                  |
| 22b | How often will it be offered? <b>Spring</b>                                                                                                                                                                                                                                                                                                                                                                       | Every other Spring, beginning in 2016                              |
| 22c | How often will it be offered? <b>Summer</b>                                                                                                                                                                                                                                                                                                                                                                       | 0                                                                  |
| 23  | Frequency? All, odd, or even years?                                                                                                                                                                                                                                                                                                                                                                               | Even Years                                                         |
| 24  | First semester this course will be offered<br><i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>                                                                                                                                                                                                                   | Spring 2016                                                        |
| 25  | List course/s that should be deleted, include the last semester for course/s being deleted<br><i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>                                                                                                                                                                                                                      | None                                                               |
| 26  | Is this course required for a degree/s? Yes/No<br><i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>                                                                                                                                                                                                                                                                    | Yes                                                                |
| 27  | Should the addition of this course be retroactively applied to the degree plan it supports? Yes/no and explain                                                                                                                                                                                                                                                                                                    | No—reflects new degree plan for modern and American church history |
| 28  | Has this course been offered as a Special Topics course? Yes/No<br><i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i><br><i>(Note: New courses are NOT required to be taught as Special Topics courses prior to being approved. However, courses may be taught once as Special Topics before it is proposed. See the Course Descriptions section of the Catalog for details.)</i> | Yes.<br>BIBH-640 Spring 2014 Seven students                        |
| 29  | List any courses in which content overlaps the proposed course. (Course ID and Name)<br><i>Attach statement from instructor/dept</i>                                                                                                                                                                                                                                                                              | None                                                               |

|  |                                                                              |  |
|--|------------------------------------------------------------------------------|--|
|  | <i>chair of existing course justifying the new offering in Section IV-D.</i> |  |
|--|------------------------------------------------------------------------------|--|

## II. Curriculum

|   |                                                                                                                    |                                                              |
|---|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
| 1 | <b>Degree Plan</b> Explanation of how this course affects degree requirements.                                     | Required course for MA in Modern and American Church History |
| 2 | <b>Justification</b> State the justification for adding this course to the current curriculum. Represent the need. | New degree plan                                              |

## III. Course Design

### 1. Audience and Course Goal

|   |                                                                |                                                                                                                                           |
|---|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Describe the intended audience, including prerequisite skills. | GST students enrolled in the MA in Modern and American Church History as well as other GST students who desire this course as an elective |
| 2 | State the overarching course goal(s) in performance terms.     | To raise the awareness and knowledge of major trends in contemporary Christianity globally.                                               |

### 2. Competencies and Measurements

|   | Competency                                                                                                                                                                                                                                                                                                       | Measurement                                                                                                                                                |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Students will identify and analyze selected major factors now shaping global Christianity.                                                                                                                                                                                                                       | Weekly critical essays on assigned readings.<br>Online class discussions in response to professor and other students' essays.<br>Mid-term and final exams. |
| 2 | Students will examine and analyze major contemporary issues and trends in global Christianity, including the shift of the population center of Christianity to the global south, persecution of Christians, the development of non-traditional forms of Christianity, and the rise and spread of Pentecostalism. | Weekly critical essays on assigned readings.<br>Online class discussions in response to professor and other students' essays.<br>Mid-term and final exams. |
| 3 | Students will explore how their religious traditions and beliefs as well as all of                                                                                                                                                                                                                               | Weekly critical essays on assigned readings.                                                                                                               |

|   |                                                                                                                                                  |                                                                                                                                                  |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
|   | Christianity are being shaped by recent ideas, people and events; and how diverse forms of global Christianity are shaping culture.              | Online class discussions in response to professor and other students' essays.                                                                    |
| 4 | Students will research and write a scholarly paper investigating a topic in contemporary Christianity chosen in consultation with the professor. | Students will research and write a scholarly paper investigating a topic in contemporary Christianity chosen in consultation with the professor. |
| 5 |                                                                                                                                                  |                                                                                                                                                  |
| 6 |                                                                                                                                                  |                                                                                                                                                  |
| 7 |                                                                                                                                                  |                                                                                                                                                  |
| 8 |                                                                                                                                                  |                                                                                                                                                  |
| 9 |                                                                                                                                                  |                                                                                                                                                  |

### 3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.
2. For **combined undergraduate/graduate** courses, make two lists:
  - a. full publication information; label **Undergraduate**.
  - b. full publication information; label **Graduate**. Indicate number of pages required.

- 1) *The Next Christendom: The Coming of Global Christianity* (Third Edition), Philip Jenkins, Oxford, 2011.
- 2) *From Times Square to Timbuktu*, Wesley Granberg-Michaelson, Eerdmans, 2013.
- 3) *Global Pentecostalism: The New Face of Christian Social Engagement*, Donald Miller and Tetsunao Yamamori, Univ of CA Press, 2007.
- 4) *Persecuted: The Global Assault on Christians* by Marshall, Gilbert and Shea, Thomas Nelson, 2013.
- 5) *Jesus in Beijing*, David Aikman, Regnery, 2003.
- 6) *Celebrating a Century of Ecumenism*, John A Radano, editor, Eerdmans, 2012.

#### Videos

- 1) *African Christianity Rising: Christianity's Explosive Growth in Africa*, James Ault. Vision Video.
- 2) *1040: Christianity in the New Asia*, Jason Ma, et. al., Vision Video.

Other readings linked weekly in the online course environment.

## IV. Supporting Documentation

*Supporting documents must accompany proposal prior to preliminary approval by chair and dean.*

|   |                                                                                                                                                                                                                                                                                                                                         |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Library</b> — Submit new course application and syllabus to the Dean of the Library. Consult with the director and establish a deadline for completion of the library report. <b>Attach</b> the signed copy of the Library report.                                                                                                   |
| 2 | <b>Instructional Design</b> — The application and syllabus must be reviewed by the Adams Center. <b>Attach</b> a copy of the Adams Center Review Letter.                                                                                                                                                                                |
| 3 | <b>Content Overlap</b> — Include one document for each course you listed in Section I-I. <b>Attach</b> statement from instructor/dept chair of existing course justifying the new offering.                                                                                                                                             |
| 4 | <b>Departmental Resources</b> — List the resources that support the course and are available only through the department, if applicable. <b>Attach</b> the list of the holdings and the location/s.                                                                                                                                     |
| 5 | <b>Resources</b> — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). <b>Attach</b> a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.                   |
| 6 | <b>Expenses</b> — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). <b>Attach</b> a complete list of all items, the estimated cost of each and the source of the funds. |
| 7 | <b>Justification</b> — <b>Attach</b> all documents referred to in Section II-2                                                                                                                                                                                                                                                          |
| 8 | Syllabus — <b>Attach</b> the syllabus for the course based upon the anticipated first-semester offering.                                                                                                                                                                                                                                |
| 9 | Provide documentation for all additional attachments here                                                                                                                                                                                                                                                                               |

## V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Course Number and Name BIBH 670 Issues in Global Christianity

### Primary Department

\_\_\_\_\_  
Department Chair

\_\_\_\_\_  
Dean of the College

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**Cross-listing Department** *Add more lines if multiple departments are cross-listing*

\_\_\_\_\_  
Department Chair

\_\_\_\_\_  
Dean of the College

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**Cross-listing Department** *Add more lines if multiple departments are cross-listing*

\_\_\_\_\_  
Department Chair

\_\_\_\_\_  
Dean of the College

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## **VI. Actions** *Place all actions on one page.*

**Course ID:** BIBH 670

**Course Title:** Issues in Global Christianity

### **1. College Academic Council:** (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved \_\_\_\_ Denied \_\_\_\_ \_\_\_\_\_  
College Dean or Director Date

Approved \_\_\_\_ Denied \_\_\_\_ \_\_\_\_\_  
College Dean or Director Date

### **2. Graduate Council:** (for graduate level courses)

Approved \_\_\_\_ Denied \_\_\_\_ \_\_\_\_\_  
Dean of Graduate School Date

### **3. Teacher Education Council:** (when applicable)

Approved \_\_\_\_ Denied \_\_\_\_ \_\_\_\_\_  
TEC Chair Date

### **4. University General Education Council:** (when applicable)

Approved \_\_\_\_ Denied \_\_\_\_ \_\_\_\_\_  
Provost's designee Date

### **5. University Undergraduate Academic Council:** (*undergraduate level courses*)

Approved \_\_\_\_ Denied \_\_\_\_ \_\_\_\_\_  
Vice Provost Date

### **6. Academic Provost:** (for all courses)

Approved \_\_\_\_ Denied \_\_\_\_ \_\_\_\_\_  
Provost Date

### **7. President of the University:** (for all courses)

Approved \_\_\_\_ Denied \_\_\_\_ \_\_\_\_\_  
President Date

**Attach notes, comments, or conditions from appropriate councils:**



ACU COLLEGE OF BIBLICAL STUDIES: GRADUATE SCHOOL OF THEOLOGY

**BIBH-670-W1 Issues in Global Christianity**

**3 Credit Hours    Spring 2016    No Prerequisites or Co-Requisites**

Dr. Douglas Foster

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

The mission of the College of Biblical Studies is to provide leadership, preparation, and resources for effective worldwide ministry in the cause of Christ.

The mission of the Graduate School of Theology is to equip men and women for effective leadership for ministry in all its forms, and to provide strong academic foundations for theological inquiry. By equipping students with the requisite skills, knowledge, and experience, the GST aspires to produce graduates with trained minds and transformed hearts.

| <b>Student Learning Outcomes</b>                                                                                                                                         | <b>Competencies</b>                                                                                                                                                                                                                                                                                                  | <b>Evaluation</b>                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Graduates will know the major theological content, structures, and procedures of the Christian Tradition. Prog. 2                                                        | (1) Students will identify and analyze selected major factors now shaping global Christianity.                                                                                                                                                                                                                       | Weekly critical essays on assigned readings.<br><br>Online class discussions in response to professor and other students' essays.<br><br>Mid-term and final exams. |
| Graduates will have an awareness of the historical and contemporary beliefs and practices of the worldwide church, and the Stone-Campbell heritage in particular. MDiv 2 | (2) Students will examine and analyze major contemporary issues and trends in global Christianity, including the shift of the population center of Christianity to the global south, persecution of Christians, the development of non-traditional forms of Christianity, and the rise and spread of Pentecostalism. | Weekly critical essays on assigned readings.<br><br>Online class discussions in response to professor and other students' essays.<br><br>Mid-term and final exams. |
| Graduates will know major parts of the church's history of working within the mission of God, including efforts of Churches of Christ. MAMI 1/ MAGS                      | (3) Students will explore how their religious traditions and beliefs as well as all of Christianity are being shaped by recent ideas, people and events; and how diverse forms of global Christianity are shaping culture.                                                                                           | Weekly critical essays on assigned readings.<br><br>Online class discussions in response to professor and other students' essays.                                  |

|                                                                                                                                                                  |                                                                                                                                                      |                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Graduates will have facility in critical thinking, analysis, and in oral and written communication. Prog. 5<br><br>Also MA 1, 2, 3—Sources, Methods and Research | (4) Students will research and write a scholarly paper investigating a topic in contemporary Christianity chosen in consultation with the professor. | Research paper. A process of defining topic, constructing an initial working bibliography and outline, and submitting a rough draft for critique before presenting final paper. |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### **Course Description:**

This course is an on-line seminar designed to enable students gain a broad perspective on major factors now shaping Christianity globally. It will provide a brief historical context for and a survey of current configurations of Christianity globally, especially noticing the shift of the majority of Christian populations being in the West (Europe and North America) to the global South (Africa and South America, as well as parts of Southeast Asia) and implications of this shift. Students will examine current relations between Christianity and non-Christian religions, the rise of persecution of Christians in a number of nations with Christian minorities, the effect of Pentecostalism on global Christianity, and Christianity in China. The course will also evaluate the current state of the major traditional manifestations of Christianity (Catholic, Protestant, Orthodox) and internal issues they are facing, as well as the rise of new forms of Christianity sometimes labeled “new church” or “simple church” and the effects this phenomenon may be having on traditional forms of church. The course will conclude with an examination of ecumenical trends in global Christianity, both in formal structures like the World Council of Churches and in less formal efforts that are more local and decentralized.

### **Course Requirements and Grading Information**

- (1) Preparation for and participation in online class discussions each week by:
  - a. Reading or viewing unit introductions, assigned readings, videos and/or documents for each week’s unit as provided in the Canvas site.
  - b. Writing an 800 to 1200-word critical reaction essay in response to each week’s unit material and posting it to the Discussion Board in the Canvas site. 25%
- (2) A research project (explained below) 25%
- (3) A mid-term exam and a final exam 25%/25%

### **Academic Integrity**

Violations of academic integrity and other forms of cheating, as defined in ACU’s Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the Policy. While the university enforces the Policy, the most powerful motive for integrity and truthfulness comes from one’s desire to imitate God’s nature in our lives. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship and research. <http://www.acu.edu/campusoffices/studentlife/judicialDocuments/AcademicIntegrityPolicy.pdf>

## **Weekly Essays**

1. A key part of the weekly class is student preparation for and participation in online class discussions. Each student will write an essay of between 800 and 1200 words to start the weekly conversations. Write a response to, not a restatement of, what you saw as the main points in the readings and other material for the unit. As stated above, weekly materials will include textbook readings, as well as documents and other media. Again, your essay is not a restatement of the material or a listing of facts, though it is very important to reflect accurately and specifically the content of the readings in what you write. Do that, however, by writing reactions or responses to the ideas presented. Possible writing prompts might include: What did you find especially significant and why? What was interesting in the material that raised relevant questions not specifically addressed? What did you find difficult? How were your previous ideas challenged, changed or reinforced, or what did you learn that helped you see something you had not seen before? What do you want to dispute or question? The essays must be posted to the Canvas "Discussion Board" ***no later than 10:00 am each Tuesday—US Central Time.*** That is when we will begin our formal interchange each week.

2. Starting at 10:00 am Tuesday, each member of the class will read the postings of all the other class members. Then between Tuesday morning and Thursday evening at 5:00 pm each student must make a "substantial" response (at least a couple of extensive and specific paragraphs) to at least three of the other essays. You are not limited to three responses—but at least three should be more extensive than a quick comment. Conversation may continue beyond Thursday, but the course requirements must be completed by then—that is what will be recorded in the log for your responses. Students do NOT have to be online at the same time; but all essays and interactions must be completed by the deadlines indicated above.

3. The Professor will post a substantial response to the first set of essays each Tuesday after 11:00 am, though some weeks he may respond to individual essays instead or in addition to the general essay. The Professor will also respond to posts, as appropriate, to answer questions, clarify information, and refer students to other materials. It is expected that students will read all posts each week. All this is done within the Canvas Discussion Board link for that week.

4. There will not be a letter or number grade assigned for each essay. Instead, the professor will log whether or not your initial essay was (a) posted on time and (b) substantial—that is, reflected a breadth of knowledge of the material assigned and serious interaction with it; (c) and whether you responded substantially to at least three of your colleagues' essays. Because this is an online class, and the weekly interaction is the heart of the course, I am assuming that you will give your full effort on these essays. In other words, I am assuming that you will make an A on the essay part of the course. If there are problems with individual content or performance, I will contact you directly and discuss it.

## **Research Project**

Early in the semester and in consultation with the professor each student will choose a topic for a research project that will result in a paper of approximately twenty-pages, including bibliography. This project will be divided into four stages:

A. Post a written proposal for your paper/project no later than **Friday, January 29.**

- B. Turn in an introduction, detailed outline and working bibliography by **Friday, Feb. 26.**
- C. Turn in a complete rough draft of the paper, including documentation and bibliography by Friday, **April 8.** I will mark these and return them to you for use in writing the final draft.
- D. Turn in the completed paper no later than **Thursday, May 5.**

The form should follow carefully Turabian 8th revised edition (University of Chicago, 2013). Many forms of footnote and bibliography style are explained in the document at the website <http://writing.wisc.edu/Handbook/DocChicago.html> Any questions concerning form should be directed to the professor early—though you should consult the Turabian guide first.

### **Mid-Term and Final Exams**

The mid-term and final exams will be available online March 1-5 and April 26-May 2 respectively. You may take each at any time during that period. They are open-book, open notes tests. (Do not let this lead you to think that you will not need to prepare!) Each will consist of two parts—a short identification and an essay section. You will have choices in each. You will have four hours to write the exam from the time you click on the exam link and download it. After completing the exam, you will save and send to the professor as an email attachment no later than 5:00 pm Saturday, March 5 for the mid-term, and no later than 5:00 pm Monday, May 2 for the final exam.

### **University Policies**

#### **1. ACU Special Needs Policy (ADA)**

ACU complies with the Americans with Disabilities Act in making reasonable accommodation for qualified students with a disability. If you have a documented disability and wish to discuss academic accommodation, please contact the ACU Student Disability Services Office (a part of the Alpha Scholars Program). In order to receive accommodation, you must be registered with Disability Services and you must complete a specific request for each class in which you need accommodation. Call (325) 674-2667 for an appointment with the Director of Disability Services.

#### **2. ACU Academic Integrity Policy**

<http://www.acu.edu/academics/provost/documents/academic-integrity-policy.pdf>

Violations of academic integrity and other forms of cheating are defined in ACU's Academic Integrity policy as the intention to deceive, mislead, or misrepresent, and therefore they are a form of lying and thus represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the policy. While the University enforces the policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in one's life. Every member of the faculty, staff, and student body is responsible for protecting the integrity of learning, scholarship, and research. The full policy is available for review at the link above and in the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education, and academic departments.

Plagiarism is a form of cheating and will be dealt with as explained above in the policy on Academic Integrity. Plagiarism occurs whenever a person offers someone else's writing, research or ideas as their own. Some common cases of plagiarism are:

- Lifting a paper off the internet, or from a fellow student, even if you alter it a bit.

- Lifting sentences or whole paragraphs from other's work without clearly putting the material in quotation form and giving full credit in proper citation form.
- Using another's research results without giving them credit.
- Putting someone else's ideas in your own words without giving them credit.

### 3. Link to ACU's Title IX Anti Harassment Policy

<http://www.acu.edu/campusoffices/hr/title-ix/anti-harassment-policy.html>

### **Attendance Policy**

Consistent weekly participation in the online discussions and all other activities is required. Since this is an online class, silence on the part of a class member without explanation is grounds for serious grade penalty and/or being dropped from the course.

### **Pathways Courses**

Certain GST courses have been designated "Pathways" courses. Because this course is a new course and is offered only in the online environment, it cannot be used as a Pathways course this semester. See <http://blogs.acu.edu/gstpathways/> for a full description of Pathways. The link to Pathways is on the right sidebar. The student announcement about Pathways is the second post on the Pathways Blog.

### **Office Hours**

I will be available for receiving and responding to private email messages and taking phone calls as needed. Please make an appointment through email if you need to call. My email address is [fosterd@acu.edu](mailto:fosterd@acu.edu) My office phone is 325-674-3795.

### **Required Reading/Textbooks:**

You may obtain the books from the ACU Bookstore at 325-674-2525. They may also be purchased through vendors such as Amazon.com, which is also a source for at least some of the videos. The main source for the videos is Vision Video at <https://www.visionvideo.com/>

### **Books**

- 1) *The Next Christendom: The Coming of Global Christianity* (Third Edition), Philip Jenkins, Oxford, 2011.
- 2) *From Times Square to Timbuktu*, Wesley Granberg-Michaelson, Eerdmans, 2013.
- 3) *Global Pentecostalism: The New Face of Christian Social Engagement*, Donald Miller and Tetsunao Yamamori, Univ of CA Press, 2007.
- 4) *Persecuted: The Global Assault on Christians* by Marshall, Gilbert and Shea, Thomas Nelson, 2013.
- 5) *Jesus in Beijing*, David Aikman, Regnery, 2003.
- 6) *Celebrating a Century of Ecumenism*, John A Radano, editor, Eerdmans, 2012.

### **Videos**

- 1) *African Christianity Rising: Christianity's Explosive Growth in Africa*, James Ault. Vision Video.
- 2) *1040: Christianity in the New Asia*, Jason Ma, et. al., Vision Video.

**Weekly Schedule: Note—Professor reserves the right to modify calendar if necessary.**

**January 12 Facebook Interaction Continued/ Introduction by Professor**

Reading of Unit One material (see below and on Canvas site)

Personal interaction with fellow students and professor

Reading tutorial—linked to Canvas site

Expansion of material in syllabus from professor

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**January 19 Unit 1: Introduction and Background**

Overview of global Christianity today

A. Shifting Configurations—geographical, cultural, economic, theological

B. Global distribution of Christianity

C. Major church families

**Read:** Jenkins, *The Next Christendom*, chapters 1-4

Seven Articles linked in Canvas

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**January 26 Unit 2: Some Implications of New Configurations**

Continuation of surveying the status of global Christianity

A. Europe and the United States, re-evangelization from the South?

B. Worship and liturgy

C. Supernatural worldview

D. Politics

**Read:** Jenkins, *The Next Christendom*, chapters 5-7, and 9

Granberg-Michaelson, *From Times Square to Timbuktu*, Prologue and chapters 1-3

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**\*\*Friday, January 29 Proposal for Research Paper due—posted in Canvas**

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**February 2 Unit 3: The Influence of Pentecostalism**

Pentecostalism as a major shaper of contemporary global Christianity

A. Nature and Variations

B. Influence on Christianity generally

C. Structures of authority

**Read:** Miller and Yamamori, *Global Pentecostalism*, Introduction, chapters 1-2, 5-8

Granberg-Michaelson, *From Times Square to Timbuktu*, chapter 12

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**February 9 Unit 4: Rise of African Christianity**

**(Professor at meeting of Christian Churches Together in the USA)**

Status of and Issues in Christianity in Africa.

A. Mission churches, colonialism

B. The rise of African Initiated Churches

C. Indigenization, syncretism

**Watch and Analyze:** *African Christianity Rising: Part One Stories from Ghana*, all

*Part Two Stories from Zimbabwe, from 26:37 to 32:00, and 44:15 to 48:50*

**Read:** "An African Way: The African Independent Churches," available at <http://www.christianitytoday.com/ch/1986/issue9/997.html>  
The "About Us" section of the website of the Organization of African Instituted Churches at <http://www.oaic.org/about-us/>

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**February 16 Unit 5: Other Issues in African Christianity**

Does African Christianity deal with these matters differently from Western Christianity?

- A. Plural marriage
- B. Slavery
- C. Conservatism in African churches—for example, African Anglicanism
- D. Relations with Islam

**Read:** Granberg-Michaelson, *From Times Square to Timbuktu*, Epilogue—Ghana

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**February 23 Unit 6: Christianity in China and Asia**

Status of and Issues in Christianity in Asia

- A. Is Christianity a Western religion?
- B. Pentecostalism in Asian Christianity
- C. Chinese Rites Controversy/ syncretism

**Read:** "1040: Christianity in the New Asia."  
Aikman, *Jesus in Beijing*, chapters 1-6

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**\*\*Friday, February 26 Introductory paragraph, working outline and working bibliography for Research paper due—posted in Canvas**

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**March 1 Unit 7: Christianity in China and Asia continued**

**Read:** Aikman, *Jesus in Beijing*, chapters 7-16 **NO ESSAY THIS WEEK**

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**Mid-Term Exam available March 1-6**

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**March 8 Unit 8: Persecution of Christians in Asia**

**Read:** Marshall, Gilbert, Shea, *Persecuted*, chapters 1-4

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**March 14-18 Spring Break**

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**March 22 Unit 9: Christians in the Middle East and Eastern Europe**

Status of and Issues in Christianity in the Middle East and Eastern Europe

- A. Clash of Christianity and Islam
- B. Persecution of Christians in Egypt and Syria

- C. Persecution of Christians in other places
- D. Tensions between Orthodox and Catholics
- E. Tensions between new Evangelical arrivals and older churches

**Read:** Marshall, Gilbert, Shea, *Persecuted*, chapters 5-9  
 Jenkins, *The Next Christendom*, chapter 8

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**March 29 Unit 10: Status of and Issues in Christianity in Latin America**

Shifts in the face of Christianity in South America and the Caribbean

- A. Pentecostalism's affect on Roman Catholicism and Protestantism
- B. Rise of Evangelicalism and Pentecostalism in Latin America
- C. New Catholicism in Latin America

**Read:** Articles on Latin America

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**April 5 Unit 11: Ecumenism and Implications**

**(Professor at Board Meeting of the World Convention of Churches of Christ)**

Ecumenism: Background and history

- A. The Edinburgh Missionary Conference 1910
- B. Formation of the World Council of Churches (1948)
- C. Vatican Council II
- D. Marks of progress and the road ahead

**Read:** Scanned chapter one from Gros, et. al., *Introduction to Ecumenism*  
 Radano, *Celebrating a Century of Ecumenism*, Foreword, Perspective, Introduction,  
 chapters 1-4, choice of one Bilateral Dialogue and the chapter(s) about it.  
 Video clip from "Saving the World"—1910 Edinburgh Missionary Conference

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**\*\*Friday, April 8 Full draft of Research Paper due**

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**April 12 Unit 12: Ecumenism in the New Christian Reality**

How does the modern ecumenical movement function in a world very different from the one the movement was formed in and generally continues to assume?

- A. Eighth General Assembly of the World Council of Churches, 2013
- B. Internal tensions in Christianity: pre-modern, modern, post-modern
- C. The role of the global South in Ecumenism
- D. Creation of a new ecumenism?

**Read:** Documents and videos from WCC General Assembly, Busan, S. Korea, 2013  
 Granberg-Michaelson, *From Times Square to Timbuktu*, chapters 4-7

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**April 19 Unit 13 "New Church" and post-denominationalism: Western Phenomenon?**

**Read:** Granberg-Michaelson, *From Times Square to Timbuktu*, chapters 8-11

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**April 26 Unit 14 Overview and Assessment of Course; Identification of Other Issues**  
**Read:** Jenkins, *The Next Christendom*, chapter 10 ***NO ESSAY THIS WEEK***

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**\*\*Thursday, May 5 Final revised draft of Research Paper due**

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**Final Exam available April 26 – May 2**

### **Classroom Virtues**

The GST invites students to participate in a process of theological and spiritual formation. Knowing how to think theologically comes by habit and by imitation, not simply by acquiring isolated facts. The assumption here is that books alone are insufficient for addressing difficulties of life and forming people into the image and likeness of God. Ultimately, we strive to form communities of inquiry, inviting you to inhabit a shared world of learning. Within such an environment, the goal is to cultivate critical skills of reflection, spiritual disciplines, interact authentically with one another, and learn to function as a community of inquiry. A large part of this involves connecting areas of life rather than pitting them against one another. Prayer, study, and other dimensions of life are all integral to the process of formation. Consequently, we invite you to participate in a set of practices; nurtured within this context, you pursue “intellectual, moral, spiritual excellence” the result of which is the formation of the whole person.

- I. Desire for truth in the context of love**—the aptitude to discern whether belief-forming processes, practices, and people yield true beliefs over false ones. People motivated by this desire will be more likely to conduct thorough inquiries, scrutinize evidence carefully, investigate numerous fields of study, consider alternative explanations, while respecting and caring for others.
- II. Humility**—the capacity to recognize reliable sources of informed judgment while recognizing the limits of our knowledge and the fallibility of our judgments. This is not created in isolation but takes into account feedback and correction from other sources of informed judgment.
- III. Honesty**—the capacity to tackle difficult questions without seeking simple answers. Ignoring complex and difficult questions only solidifies vices such as intellectual dishonesty, close-mindedness, and rash judgments. These vices preclude the possibility of refining our thinking and of participating in conversations with others.
- IV. Openness**—the desire to engage in an open-ended search for knowledge of God, including receptivity to different ideas, experiences, and people. Listening becomes a discipline that acknowledges the other and respects diversity. The art of being a student and a teacher is an ongoing process that necessitates hospitality, patience, and love.
- V. Courage**—the ability to articulate one’s position while considering other perspectives. The aptitude to express convictions involves risk yet fosters opportunities for meaningful dialog. Responding to objections entails tenacity but should not be confused with close-mindedness.
- VI. Wisdom**—the capacity to offer a synthetic discernment of knowledge on behalf of the community. The aim is not merely the dissemination of information but a pastoral implementation of faith for the building up of the community. It solidifies various pieces of data, practices, and experiences and aptly applies knowledge and faith to particular situations.

- VII. Stewardship**—the commitment to one's accountability to the gifts and responsibilities that one brings to the classroom. Classroom engagement includes proactively participating in the course goals, seeking mastery of course competencies, and collaborating with faculty and fellow students in the developing of a learning environment. Committing oneself to spiritual and intellectual well-being and growth is a faithful response to the opportunities graduate education affords.
- VIII. Hopefulness**—the receptivity to the future possibilities of God. The cultivation of thankfulness for our heritages and expectation for our future ministries engenders a guard against cynicism and a spirit of perseverance during times of stress and disorientation.
- IX. Prayerfulness**—the making of space to commune with God. The task of learning and teaching so that we are formed into the image of Christ through the Spirit involves our consistent reliance on God's sanctifying work.

Tuesday, March 3, 2015  
Douglas Foster  
Abilene Christian University

Re: BIBH 640 Application

Dear Doug,

The Adams Center has completed the review of BIBH 640: Issues in Global Christianity. The syllabus was reviewed based on the ACU Syllabus Guidelines. The syllabus proposed meets or exceeds the most of the expectations described in these guidelines.

Please take note of these suggestions as you prepare your syllabus for presentation to Council.

- The syllabus still has a 2014 date on it. Be sure to update it.
- The syllabus refers to OpenClass throughout. Will this course be taught in Canvas the next time it is taught? If so, please update the syllabus appropriately.
- You may want to add a statement reserving the right to modify the calendar if necessary.
- Please add the number of credit hours for the course.
- Please add a listing of any prerequisites, co-requisites, or whether none are required.
- Please add the university special needs policy.

There is no need to return the syllabus to the Adams Center for further review. Of course, if you would like to discuss these suggestions or any other aspect of your syllabus or instructional strategies, please contact me and we will schedule a time as soon as possible. We are here to serve you as you help prepare students for Christian service and leadership throughout the world.

Grace and Peace,

A handwritten signature in black ink, appearing to read "David Christianson".

David Christianson  
Instructional Designer  
Adams Center for Teaching and Learning  
Abilene Christian University



# ABILENE CHRISTIAN UNIVERSITY

## LIBRARY

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### M E M O R A N D U M

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**DATE:** 16:56  
**TO:** Dr. Doug Foster  
**FROM:** Mark McCallon, Associate Dean for Library Services  
**RE:** Course Application for BIBH 670 – Issues in Global Christianity

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After reviewing the course application and consulting with Craig Churchill, Theological Librarian, the library is able to support the proposed course. Please contact Craig Churchill ([churchillc@acu.edu](mailto:churchillc@acu.edu)), Theological Librarian, if additional library resources are needed to support the proposed course. Thank you for the opportunity to evaluate the syllabus and course proposal.

