

Global Christianity
Course: REL 3938
Term: Spring 2024
Times: M/W/F 5 (11:45 AM - 12:35 PM)
Location: MAT 102

Instructor: Dr. Jeyoul Choi
Email Address: jeyoul@ufl.edu
Office: 107F Anderson Hall
Office Hours: By appointment

Course Description

Under the “Great Commission,” the teachings of Jesus have traveled around the globe and been practiced by a range of the population from the beginning of Christian history. In this course, students will learn how to reconsider Christianity as a long-lasting agent of globalization by exploring its diverse faces in Europe, the Middle East, Africa, Asia, and the Americas. This course, however, does not merely introduce a doctrinal and ritualistic diversity of Christianity. Instead, it helps students to understand overarching themes and patterns in which Christianity has become its own tradition in satisfying various needs of the global population, responding to social changes in different historical contexts. Drawing on historical, sociological, and anthropological perspectives, each unit of the course follows chronological, geographical, and thematic orders.

Course Objectives

Students who successfully complete this course will:

- Identify doctrinal and ritualistic differences of Christianity in different geographical regions
- Identify Christianity as an important agent of long-term globalization
- Analyze Christianity as a lived religion that shapes contemporary global society
- Examine overarching themes and patterns of the adaptation and change of Christianity in different social and historical contexts

Required Reading Materials

For Purchase:

Jacobsen, Douglas. *The World's Christians: Who they are, Where they are, and How they got there*. 2nd Edition. Chidester: John Wiley & Sons Ltd., 2021.

Additional Required Readings Marked with (*) will be Available on Canvas

Assignments:

1. Keyword Reading Responses (25%)

Starting in the fifth week of the class, students will complete a 9-set of reading responses throughout the semester. This assignment helps students with their reading comprehension and in-class discussion each week. For this assignment, students will ***provide at least two keywords*** after they complete the reading assignment and ***write a 2-3 paragraph-long response (200-300 words)*** that explains how the keywords they provided explain the details of each week's reading materials. At the end of their responses, ***students will pose their own questions*** (at least one) related to the reading materials. The assignment is due every Sunday.

2. Discussion-Leading or Church Visit Paper/Presentation (20%)

Throughout the semester, students will either lead one in-class discussion or write and deliver a presentation about their church visit:

Discussion Leading

1) This assignment intends to help students to develop and sharpen their presentation and discussion-leading skills. After the fourth week, Students who choose this option will lead a discussion section (one class period) on the assigned Friday about the reading materials they chose. The instructor will provide them with discussion questions posed by their peers who completed the keyword reading responses. Students who lead the discussions are encouraged to complete the reading assignments ahead of time as well as collect the questions from their peers in preparation for the Friday's discussion they chose. While having the freedom to organize their discussion sections, students can deliver a short presentation about the reading materials to facilitate discussions.

Church Visit Paper/Presentation

2) This assignment intends to encourage students to explore a new Christian service and site different from their backgrounds (e.g., race, ethnicity, theological/denominational differences, etc.) and share their experience with the class at the end of the semester. Students will a) choose a congregation for their visits in consultation with the instructor by the end of the fourth week of the class, b) write an essay after their visits (the length of the essay should be four to five double-spaced pages, 1,200-1,500 words), c) submit their essays and deliver a short presentation (for 20-25 minutes) about their visits in the sixteenth weeks of the class. The submission of essays is due April 26. A handout with more specific guidelines for writing the essay will become available at the beginning of the semester.

Extra Credit Opportunities: Upon request, students can participate in this assignment multiple times to make up the keyword reading responses they missed submitting.

4. First Take-Home Exam Essay (Midterm Exam, 20%)

Students will write a take-home exam essay in the eighth week of the semester (the length of the essay should be four to five double-spaced pages, 1,200-1,500 words). The instructor will provide students with several keywords discussed in each unit covered in the first half of the class. Students will have the freedom to organize their essays to discuss the keywords by drawing from the reading materials. The purpose of the assignment is to evaluate student's

ability to discuss different concepts and case studies on global Christianity in-depth and to weave them into a coherent thesis. This assignment is due March 1.

5. Second Take-Home Essay (Final Exam, 20%)

Students will write a take-home exam essay in the last week of the semester (the length of the essay should be four to five double-spaced pages, 1,200-1,500 words). The instructor will provide students with several keywords discussed in each unit covered in the second half of the class. Students will have the freedom to organize their essays to discuss the keywords by drawing from the reading materials. The purpose of the assignment is to evaluate student's ability to discuss different concepts and case studies on global Christianity in-depth and to weave them into a coherent thesis. This assignment is due April 26.

6. Attendance & Class Participation (15%)

Attendance (5%)

Students are expected to attend all classes throughout the semester. Absence of each class will be tracked via Canvas Rollcall check-ins. Absence will be exempted only with documentation of a hardship affecting performance in the classroom such as sickness, family issues, or deployment. Acceptable reasons for absence from or failure to engage in class include illness; Title IX-related situations; special curricular requirements (e.g., judging trips, field trips, professional conferences); military obligation; severe weather conditions that prevent class participation; religious holidays; participation in official university activities (e.g., music performances, athletic competitions, debate); and court-imposed legal obligations (e.g., jury duty or subpoena). Other reasons (e.g., a job interview or club activity) may be deemed acceptable if approved by the instructor.

Students shall be permitted to a reasonable amount of time to make up the material or activities covered during absence from class or inability to engage in class activities because of the reasons outlined above. If possible, please request prior approval from the instructor. If that is not possible, please contact the instructor as soon as possible to arrange the makeup. If an extension is not granted, the assignment will be marked down 1/3 grade (e.g., from B+ to B) for each day late.

Class Participation (10%)

Although it is the instructor's responsibility to lead each class with lectures or discussions, students are expected to engage in each class by asking and answering questions concerning the relevant topics. Because immigration can be a controversial topic, students must act and speak respectfully. Comments should be thoughtful and based on information in the readings. Personal opinions based on emotional, gut feelings should be avoided. Consistent high-quality class participation—in large and small groups—is expected. "High-quality" in this case means:

- informed (i.e., shows evidence of having done assigned work),
- thoughtful (i.e., shows evidence of having understood and considered issues raised in readings and other discussions), and
- considerate (e.g., takes the perspectives of others into account).

If you have personal issues that prohibit you from joining freely in class discussion, e.g., shyness, language barriers, etc., see the instructors as soon as possible to discuss alternative modes of participation.

Reading:

Students are expected to do all the reading for this class. Success in the course depends on the student's close reading of the material. Each week requires 40 to 60 pages of reading.

Grading

- Keywords Reading Responses (25%)
- Discussion-Leading or Church Visit Paper/Presentation (20%)
- First-Take-Home Essay Exam (20%)
- Second-Take-Home Essay Exam (20%)
- Attendance (10%)
- Class Participation (5%)

Grade Scale

94 and up	A
90-93.9	A-
87-89.9	B+
83-86.9	B
80-82.9	B-
77-79.9	C+
73-76.9	C
70-72.9	C-
60-69.9	D
<60	E

Policies, Rules, and Resources

1. Late or Make-Up Assignments: Acceptable reasons for absence from or failure to engage in class include illness; Title IX-related situations; serious accidents or emergencies affecting the student, their roommates, or their family; special curricular requirements (e.g., judging trips, field trips, professional conferences); military obligation; severe weather conditions that prevent class participation; religious holidays; participation in official university activities (e.g., music performances, athletic competitions, debate); and court-imposed legal obligations (e.g., jury duty or subpoena). Other reasons (e.g., a job interview or club activity) may be deemed acceptable if approved by the instructor.

Students shall be permitted a reasonable amount of time to make up the material or activities covered during absence from class or inability to engage in class activities because of the reasons outlined above. If possible, please request prior approval from the instructor. If that is not possible, please contact the instructor as soon as possible to arrange for the makeup. If an

extension is not granted, the assignment will be marked down 1/3 grade (e.g., from B+ to B) for each day late.

2. Completion of All Assignments: You must complete all written and oral assignments and fulfill the requirement for class participation to pass the course. I will not average a grade that is missing any assignment or requirement.

3. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
catalog.ufl.edu/UGRD/academicregulations/attendance-policies/

4. Common Courtesy: You may take notes on a laptop computer, although the instructor may ask you to turn off the computer if circumstances warrant. The instructor and TA reserve the right to ask any student engaging in disruptive behavior (e.g., whispering, or reading a newspaper) to leave the class.

5. Course Evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback professionally and respectfully is available at gatorevals.ua.ufl.edu/students/. Students will be notified when the evaluation period opens and can complete evaluations through the email, they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluer.com/ufl/. Summaries of course evaluation results are available to students at gatorevals.ua.ufl.edu/public-results/.

6. Honor Code: UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (sccr.dso.ufl.edu/process/student-conduct-code/) specifies several behaviors that violate this code and the possible sanctions. Please note that acts of plagiarism include:

- Turning in a paper or assignment that was written by someone else.
- Copying verbatim a sentence or paragraph of text from the work of another author without proper citation and quotation marks.
- Using and copying verbatim a sentence or paragraph of text from Chatgpt or any other AI software for any kind of course assignment.
- Paraphrasing or restating in your own words, text, or ideas written by someone else without proper citation.

For more info, see <http://www.registrar.ufl.edu/catalog/policies/students.html>

Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

7. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, dso.ufl.edu/drc) by providing appropriate documentation. Once

registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Writing Assessment Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive, so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

Schedule of Classes

Week 1: Course Introduction & Understanding Religion

Monday (01/08): Course Introduction

Wednesday (01/10): (*) Esposito, et al. Chapter 1—Introduction: Understanding World Religions in Global Perspective

Friday (01/12): (*) Robert Orsi— “Everyday Miracles: The Study of Lived Religion”

Supplementary Readings:

(*) Smith, Jonathan Z. “Map is Not Territory.” In *Map Is Not Territory: Studies in the History of Religion*. Chicago and London: The University of Chicago Press, 1978

(*) Smith, Jonathan Z. “Religion, Religions, and Religious.” In *Relating Religion: Essays in the Study of Religion*. Chicago and London: The University of Chicago Press, 2004

Unit I: Globalization and Christianity

Week 2: Understanding Globalization

Monday (01/15): No Class (Martin Luther King Jr. Day)

Wednesday (01/17): (*) Pieterse, Chapter 2 “Globalization and Human Integration: We are All Migrants”

Friday (01/18): (*) Pieterse, Chapter 4 “Globalization as Hybridization”

Supplementary Reading: (*) Pieterse, Chapter 1 “Globalization: Consensus and Controversies”

Week 3: Understanding Christianity (Ancient to Medieval)

Monday (01/22): Jacobsen, Chapter 5 “The Ancient Tradition: Beginning to 500” and Chapter 2 “The Catholic Tradition”

Wednesday (01/24): Jacobsen, Chapter 6 “The Great Division and the Age of the East: 500 to 1000” and Chapter 1 “The Orthodox Tradition”

Friday (01/26): Discussion

Week 4: Understanding Christianity (Modern to Present)

Monday (01/29): Jacobsen, Chapter 7 “The Rise of the West and Decline of the East: 1000 to 1500” and Chapter 3 “The Protestant Tradition”

Wednesday (01/31): Jacobsen, Chapter 8 “Christianity in a Global Era: 1500 to the Present” and Chapter 4 “The Pentecostal/Charismatic Tradition”

Friday (02/2): Discussion

Unit II: Christianity in North America

Week 5: Anglo-European, African, and Native American Protestantism

Monday (02/05): (*) Chidester, Chapter 22 “American Zion”

Wednesday (02/07): (*) Hindmarsh, “Patterns of Conversion in Early Evangelical History and Overseas Mission Experience”

Friday (02/09): Discussion

Supplementary Reading: (*) Butler, Chapter 5 “Slavery and the African Spiritual Holocaust”

Unit III: Christianity in Africa

Week 6: Eastern Orthodox Christianity

Monday (02/12): (*) Timbie, Chapter 5 “Coptic Christianity”

Wednesday (02/14): (*) Appleyard, Chapter 6 “Ethiopian Christianity”

Friday (02/16): Guest Lecture (Yekatit Tsehayu)

Week 7: Protestantism

Monday (02/19): (*) Walls, Chapter 6 “Origins of Old Northern and New Southern Christianity” and Chapter 7 “The Evangelical Revival, the Missionary Movement, and Africa”

Wednesday (02/21): (*) Meyer, “‘Make a Complete Break with the past,’ Memory and Post-Colonial Modernity in Ghanaian Pentecostal Discourse”

Friday (02/23): Discussion

Week 8: Midterm Week

Monday (02/26): Review/Essay Prompt

Wednesday (02/28): No Class

Friday (03/01): No Class

First Take-Home-Exam Essay due on March 3

Unit IV: Christianity in Latin America

Week 9: Roman Catholicism

Monday (03/04): (*) Gustavo Gutiérrez, *A Theology of Liberation: History, Politics, and Salvation*, trans. Caridad Inda and John Eagleson, Maryknoll: Orbis Books, 1971, Chapters 2 and 9

Wednesday (03/06): (*) Anna L. Peterson, "Religious Narratives and Political Protest," *Journal of American Academy of Religion* 64.1 (1996): 27-44.

Friday (03/08): Discussion

Supplementary Reading: (*) Chidester, Chapter 21 "New World"

Week 10: Spring Break

Monday (03/11): No Class

Wednesday (03/13): No Class

Friday (03/15): No Class

Week 11: Protestantism

Monday (03/18): (*) Anne Motely Hallum, "Taking Stock and Building Bridges: Feminism, Women's Movements, and Pentecostalism in Latin America," *Latin American Research Review* 38.1 (2003): 169-186

Wednesday (03/20): (*) Robert Brenneman, "Wrestling the Devil: Conversion and Exit from Central American Gangs," *Latin American Research Review* 49 (2014): 112-128

Friday (03/22): Discussion

Supplementary Readings:

(*) David Martin, *Tongues of Fire: The Explosion of Protestantism in Latin America*, Oxford and Cambridge: Blackwell, 1990. Chapters 1 and 2

(*) Manuel A. Vasquez, *The Brazilian Popular Church and the Crisis of Modernity*, Cambridge and New York: Cambridge University Press, 1998, Chapter 4

Unit V: Christianity in Asia

Week 12: India

Monday (03/25): (*) Chidester, Chapter 26 “Hindu Christians”

Wednesday (03/27): (*) Chirico, “The Grace of God and the Travails of Contemporary Indian Catholicism”

Friday (03/29): Discussion

Supplementary Reading: (*) Esposito, Chapter 6 “South Asian Religions: Hinduism, Jainism, and Sikhism” (p. 266-285)

Week 13: Korea

Monday (04/01): (*) Ryu, “The Origin and Characteristics of Evangelical Protestantism in Korea at the Turn of the Twentieth Century”

Wednesday (04/03): (*) Kim, “Evangelizing White Americans: Sacrifice, Race, and a Korean Mission Movement in America”

Friday (04/05): Discussion

Supplementary Readings: (*) John, Chapter 8 “East Asian Religions: Confucianism, Daoism, Shinto, Buddhism” (p.422-436) and (*) Ryu, “Understanding Early American Missionaries in Korea (1884-1910): Capitalist Middle-Class Values and the Weber Thesis”

Unit VI: Christianity and Sexuality

Week 14: The United States

Monday (04/08): (*) Griffith, “Same-Sex Marriage and LGBT Rights in the New Millennium”

Wednesday (04/10): (*) Wilcox, “When Sheila’s a Lesbian: Religious Individualism among Lesbian, Gay, and Bisexual, and Transgender Christians”

Friday (04/12): Discussion

Supplementary Reading: (*) Roberts and Yamane, Chapter 11—Religion and Sexualities and (*) Rogers, “Biblical Interpretation regarding Homosexuality in the Recent History of the Presbyterian Church (U.S.A)”

Week 15: Africa and Asia

Monday (04/15): (*) Jung, “Evangelical Protestant Women’s Views on Homosexuality and LGBT Rights in Korea: The Role of Confucianism and Nationalism in Heteronormative Ideology”

Wednesday (04/17): (*) van Klinken and Gunda, “Taking up the Cudgels Against Gay Rights? Trends and Trajectories in African Christian Theologies on Homosexuality”

Friday (04/19): Discussion

Week 16: Presentation/Final Exam Week

Monday (04/22): Presentation

Wednesday (04/24): Presentation

Church Visit Paper and Second Take-Home-Exam Essay Due April 26