

University of Calgary, Faculty of Arts
Department of Religious Studies

COURSE SYLLABUS
Winter 2013

Course: RELS 373.08 L01: Christianity in the Developing World

Time: TR 11:00-12:15

Classroom: ENC 123

Instructor: D. Shantz

Office Hours: W 11:00-12:00pm or by appt.

Office: SS 1326

Telephone: 403-220-3283

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Course Texts:

Noel Davies & Martin Conway. *World Christianity in the 20th Century*. SCM, 2008.

Philip Jenkins. *The New Faces of Christianity: Believing the Bible in the Global South*. Oxford and New York: Oxford University Press, 2006.

Donald E. Miller and Tetsunao Yamamori. *Global Pentecostalism: The New Face of Christian Social Engagement*. University of California Press, 2007.

Course Pack Reading Assignments: RELS 373.08. Available at the University of Calgary Copy Centre the second week of term.

Course Description:

A study of forms of Christianity practiced in developing regions of the world such as Asia, Africa, and Latin America.

Course Objectives:

- a) The student will understand the reasons for and significance of Christianity's dramatic growth in the developing world of the southern hemisphere.
- b) The student will develop her/his ability to carefully read and cogently summarize written material, as well as develop skills in written and oral communication.

Course Requirements:

- a) Class Preparation and Participation are essential. Every class includes discussion of assigned reading in the class texts. **For ten Thursday classes students must prepare an Interpretive Summary of about 300 words** based on the *assigned reading*. Summaries should highlight key themes, offer critique, and raise unresolved questions. (30%)
- b) Students must write a **1500 to 2000 word Book Review** (6-8 pages) of Philip Jenkins, *The New Faces of Christianity: Believing the Bible in the Global South* (Oxford and New York: Oxford University Press, 2006) according to the Book Review Format in this syllabus. Due date: March 19 (30%)

- c) Each student must write a **Research Essay of 2500 words** (about 10 pages). Due date: April 16. (40%) The essay should offer a strong thesis on the topic and argue it clearly and persuasively using both primary and secondary sources (the latter including both journal articles and books). All sources must be documented according to an accepted style sheet (Turabian, Chicago, MLA).

Late assignments or essays will not be accepted unless prior arrangements have been made or a valid medical certificate is submitted. The same applies to in-class presentations. Any incomplete assignment or essay will be awarded a mark of F for that component of the course.

**There will be no Registrar scheduled Final Exam for this course.*

Grading Scale

A numerical grade is assigned for each course requirement. Following the final piece of work, a letter grade is assigned using the departmentally approved table of equivalencies:

A+	100 - 96	A	95 - 90	A-	89 - 85
B+	84 - 80	B	79 - 75	B-	74 - 70
C+	69 - 65	C	64 - 60	C-	59 - 55
D+	54 - 53	D	52-50	F	Under 50

Academic Honesty

Plagiarism is not tolerated at the University of Calgary and has serious consequences. Your essays/presentations must be your own work and inadequate referencing may be seen as plagiarism. Please see the relevant sections on Academic Misconduct in the current University Calendar. If you have questions about correct referencing, please consult your instructor.

Academic Accommodation

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 403-220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than **fourteen (14) days** after the start of the course.

Blackboard Help

Go to <http://www.ucalgary.ca/computersupport/online-services/blackboard> for Student Help and FAQ's about Blackboard. Troubleshooting tips and a tutorial are available at <http://elearn.ucalgary.ca/blackboard/students>. Instructions for using the Digital Drop Box are available here: http://library.blackboard.com/docs/r6/6_1/student/bbbs_r6_1_student/digital_drop_box.htm.

Gnosis

Gnosis is the Religious Studies Student Club. For membership or more information please email: gnosis@ucalgary.ca or visit <http://www.ucalgary.ca/~gnosis>.

Faculty of Arts Program Advising and Student Information Resources

- Have a question, but not sure where to start? The Faculty of Arts Program Information Centre (PIC) is your information resource for everything in Arts! Drop in at SS110, call us at 403-220-3580 or email us at artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.

- For program planning and advice, contact the Student Success Centre at (403) 220-5881 or visit them on the 3rd floor of the Taylor Family Digital Library.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

Student Ombudsperson and Students' Union Representative

The Student Ombuds Office provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. See www.ucalgary.ca/provost/students/ombuds for more information.

The Students' Union Faculty of Arts representative can be reached at arts1@ucalgary.ca.

Emergency Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at www.ucalgary.ca/emergencyplan/assemblypoints. Please check this website and not the nearest assembly point for this course.

Safewalk

The Safewalk program provides volunteers to walk students safely to their destination anywhere on campus (including McMahon Stadium, Health Sciences, Student Family Housing, the Alberta Children's Hospital and the University LRT station). This service is free and available to students, staff and campus visitors 24 hrs/day, 365 days a year. Call 403-220-5333 or use one of the Help phones located throughout campus to request a walk.

Course Outline:

<i>Week</i>	<i>Reading, Class Content and Presentation Topics</i>
1 (Jan. 8)	Reading: Davies and Conway, Introduction, chapters 1, 17 Christianity moves South: facts, reasons, significance Post-colonial theory
2 (Jan. 15)	Reading: Davies and Conway, chap. 7; Course Pack Readings Christianity in Africa
3 (Jan. 22)	Reading: Lamin Sanneh, <i>Translating the Message</i> , chap. 6; Course Pack Readings Mission and translation in Africa
4 (Jan. 29)	Reading: Davies and Conway, chap. 8; Course Pack Readings Christianity in South Asia: India, Bangladesh, Pakistan
5 (Feb. 5)	Reading: Davies and Conway, chap. 9; Course Pack Readings Christianity in East Asia and the Pacific: China, Indonesia, Polynesia

- 6 (Feb. 12) Reading: Davies and Conway, chap. 10; Course Pack Readings
Christianity in Latin America and the Caribbean
READING WEEK: FEBRUARY 17-24
- 7 (Feb. 26) Reading: D. Daugherty, *The Changing World of Christianity*, ch. 5;
Course Pack Readings
Christianity in Latin America and the Caribbean
- 8 (Mar. 5) Reading: Davies and Conway, chap. 13; Course Pack Readings
War and Peace in the developing world
- 9 (Mar. 12) Reading: Davies and Conway, chap. 16; Course Pack Readings
Christians and Other World Faiths in the global south
- 10 (Mar. 19) Reading: Jenkins, *The New Faces of Christianity*, chap. 1-4
Reading the O.T.; health and wealth gospel
- 11 (Mar. 26) Reading: Jenkins, *The New Faces of Christianity*, chap. 5-8;
Reading: Davies and Conway, chap. 15
Biblical justification for Social justice and Democratic rights;
African Women theologians and Asian Women's theology: giving
Women the right to speak
- 12 (Apr. 2) Reading: Miller & Yamamori, *Global Pentecostalism*, chap. 1-4
Pentecostalism as an emergent force; transforming individuals and
society
- 13 (Apr. 9) Reading: Miller & Yamamori, *Global Pentecostalism*, chap. 5-8
Pentecostalism's Impact for Democracy and social mobility

Book Review Format
By Douglas H. Shantz, Ph.D.

Your Goal: to provide a brief summary and careful evaluation of the book that assesses its usefulness to you and other students.

a) Provide basic bibliographical data, including author, title, publisher, date, # of pgs.

b) Identify the author and his/her credentials for writing the book.

c) Identify the book's subject and genre and the author's purpose & audience.

d) Explain the organization of the book. What issues and problems does the author raise (chapter titles help with this)?

e) Briefly explain the main argument or recurring theme of the book. Identify supporting arguments (look for a summing-up at the end of each chapter), and key terms and concepts in the author's argument.

f) Evaluate the clarity and organization of the book; illustrate your evaluation with examples.

g) Evaluate whether the book has provided insight into the subject, achieved its stated purpose, and made a significant contribution to knowledge in the field.

Ask: Does the author satisfy your curiosity about the subject with the questions she raises and the answers she gives to them?

Has the author done good research and drawn valid conclusions from her research?

Has the author used primary resources or relied too much upon other author's interpretations?

Has the author interacted with the best secondary literature in the field?

Is the author consistent and logical? Do biases creep in and influence conclusions?

Be sure to illustrate your critical comments with specific examples from the book!

h) Do you recommend this book? Why or why not?

Further Reading on Writing Book Reviews:

Mortimer J. Adler and Charles Van Doren, *How to Read a Book, Revised and Updated* (New York: Simon & Schuster, 1972), pp. 163f.

Richard Marius, *A Short Guide to Writing about History, 2nd ed.* (New York HarperCollins, 1995), pp. 188-190.