

PROFESSOR INFORMATION

Ana Maria Bidegain

Hybrid Course

Room: DM (Deuxième Maison) 164

Tuesday, 12:30 – 13:45 (REL 3583-U01 C (18010) & RLG 5520-U01 C (18011))

Tuesday, 14:00 - 15:15 RLG 5520-U01 C (18011)

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Office Hours:

By Appointment

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COURSE DESCRIPTION

This course will analyze the Christian and European expansion from the 16th to the 20th centuries and the interrelation between religion, economy, and politics in western and colonial societies.

It includes the early Catholic missionary expansion as well as Protestant and Pentecostal expansion in the 19th and 20th centuries in Africa, Asia, and Latin America. The course analyzes the contemporary history of Christianity in the Southern continents and its interplay with the globalization process from an eco-feminist perspective.

Its emphasis is on the transition of Christianity as a Western tradition to the broader category of world religions in the 19th and 20th centuries. Our focus will be on the cultural, social, and political activities that were developed within the Christian Churches. In this vein, we will also look into the growing presence of Christianities in Southern regions, namely the leadership of some Protestant and Pentecostal Churches as well as Catholicism under the Papacy of Francis.

COURSE PURPOSE

The focus of this course is to understand the interplay among Colonialism, Christianity, and Globalization in the last five hundred and the impact of this dynamic in today's world.

COURSE OBJECTIVES

Upon completion of this course, students will be able to:

- Develop critical analysis of the interplay between Christianity and Colonialism and their role in shaping globalization, and to explain it.
- Identify the interplay between religion and socio-economic, political, and cultural dimensions of reality.
- Analyze the role of Christianity in the development of the globalization process.
- Understand the relationship between gender and religion that has been developed throughout centuries in Christian societies.
- Understand the role of the Christian Southern religious experience in reshaping Christianity.

JUSTIFICATION

Christianity has generally been defined through a Western perspective and as a Western History.

An essential factor for understanding the process of globalization is the introduction of the concept of world religions. To be sure, Christianity has a broader and more global history, which is generally ignored. Understanding the global aspect of Christianity is necessary in order to fully comprehend the transformations of the 21st century and the role of religion and its interplay with the economic, social, cultural, and political realm.

The shift of the numerical bulk of Christians from Europe and North America to Asia, Africa, Latin America, and other areas outside the Northern Hemisphere has had more than demographic significance. Indeed, this global expansion of Christianity has had a cardinal role in shaping and transforming the underlying cultural background of these societies.

GOALS AND STUDENT OUTCOMES

After completing the course, students should be able to have a new comprehension of contemporary Christianity. Students will reflect on Christianity's historical evolution and transformation beyond a Western paradigm.

Students will understand the relation between Christianity and Western colonization, and the role of Christianity in shaping the world's societies.

Students will also become knowledgeable about the interplay between religion, socio-economic, political as well as cultural dimensions of reality from an eco-feminist perspective. They will be able to analyze the role of Christianity in the birth and development of the globalization process.

In order to reach the general learning objectives, students will have weekly goals, outcomes, and tasks that will measure their knowledge of each unit's comprehension. (Please, look at the calendar below) Students should be able to develop a critical analysis of the interplay of Christianity and Colonialism shaping globalization.

IMPORTANT INFORMATION

POLICIES

Please review the [FIU's Policies](#) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

ACADEMIC AND CLASSROOM MISCONDUCT

Students are expected to conduct themselves appropriately at all times. Behavior defined by the instructor as disruptive will not be tolerated. For a Web class, the above statement includes flaming, which is writing or sending inappropriate messages to the web areas of this course. All interaction with your instructor and your fellow students is expected to be appropriate. If any activity becomes disruptive, the instructor reserves the right to take appropriate action.

Also, if a student turns in an assignment where the authorship is questionable (plagiarism), the instructor reserves the right to discuss this situation with the student, and if she/he is not satisfied that the assignment is the work of that student, a grade of "0" will be assigned.

TECHNICAL REQUIREMENTS & SKILLS

One of the most significant barriers to taking an online course is a lack of basic computer literacy. By computer literacy, we mean being able to manage and organize computer files efficiently and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course, but students enrolled in a hybrid courses are expected to have moderate proficiency using a computer. Please go to the "[What's Required](#)" webpage to find out more information on this subject.

Please visit our [Technical Requirements](#) webpage for additional information.

ACCESSIBILITY AND ACCOMMODATION

Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.

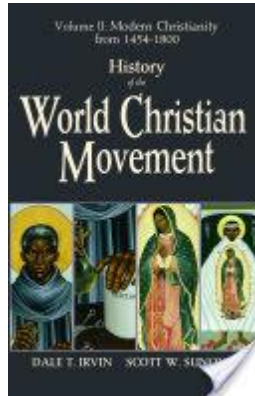
Please visit the [Canvas](#) webpage for more information.

For additional assistance, please contact FIU's [Disability Resource Center](#).

COURSE PREREQUISITES

This course has no prerequisites.

TEXTBOOK



History of the World Christian Movement

Dale T. Irvin, Scott Sunquist

Orbis Books, 2012

ISBN-10: 9781608332243

ISBN-13: 1608332241

[Book Info](#). You may purchase your textbook online at the [FIU Bookstore](#).

Book chapters and articles required will be uploaded in the course shell

- [JENKINS PHILIP, *The Next Christendom: The Coming of Global Christianity*. Oxford: Oxford University Press, 2007.](#)
- [DE MEY, PETER, *Church Renewal and Reform in the Documents of Vatican II*.](#)
- [BIDEGAIN, ANA MARIA, *Rethinking the Social and Ethical Functions of a History of a World Christianity*. \[https://www.academia.edu/10419326/Rethinking_the_Social_and_Ethical_Functions_of_a_History_of_World_Christianity\]\(https://www.academia.edu/10419326/Rethinking_the_Social_and_Ethical_Functions_of_a_History_of_World_Christianity\)](#)

EXPECTATIONS OF THIS COURSE

This is a hybrid course that uses, among other methods, a seminar format where upper-level undergraduate and graduate students interact and discuss a variety of topics. Expectations for performance in hybrid courses are the same as for traditional courses; in fact, hybrid courses require a degree of self-motivation, self-discipline, and technology skills that can make them more demanding for some students.

You will be expected to interact online and in-person with the professor and your fellow students, to do assignments, to meet deadlines, and in many classes, to work in virtual groups and to participate in the weekly seminar meetings. Power points are not a substitute for readings. Both complement each other. Students need to be familiar with the material in both sources if they expect to do well in this course.

Students are expected to:

- **Review the “how to get started” information** located in the course content
- **Introduce yourself to the class** during the first week by posting a self-introduction in the appropriate discussion forum
- **Take the practice quiz**
- **Interact** online with instructor/s and peers
- **Review** and follow the course calendar
- **Follow up** all on-line classes
- **Read** all the required material for each class session.
- **Participate** in group discussions on-line, bringing your own research experience.
- **Log into** the course information to **check Course Mail every day.**
- **Take** all quizzes and Exams Start your essays early
- **Communicate** with the professor with any questions or concerns you have
- **Submit** assignments by the **corresponding deadline**
- **Utilize** FIU’s academic resources and services; be proactive!
Library - <http://library.fiu.edu/>
Center for Excellence in Writing - <http://casgroup.fiu.edu/writingcenter/>
Online writing resource - <http://owl.english.purdue.edu/>

COURSE DETAIL

COURSE COMMUNICATION

Communication in this course will take place via **email**.

All students are expected to use their FIU e-mail address/account for course correspondence. Please remember you can also meet with me, by appointment, during office hours. Please send me an email to schedule a meeting.

Visit our [Writing Resources](#) webpage for more information on professional writing and technical communication skills.

DISCUSSION FORUMS- 20%

There will be a total of 14 discussions during the term.

Each discussion is worth 3 points for a total of 42% of the overall grade. In order to receive all possible points in this assignment, a posting must be on time, be easy to read, free of careless mistakes, and appropriately address the issue(s) or question(s) presented by the instructor due by Tuesday, at 23:55 of the assigned week.

Also, each student must address or respond to viewpoints of at least two others in the class by Wednesday at 23:55 of the assigned week. Your participation will worth 6%.

Important:

You will need to do research. Your textbook, required readings, and powerpoint presentations will have general information about each weekly topic. However, to prepare

your essays, you need to consult outside sources according to your own research topic. You will also have access to the Bidegain-Urán Collection digitized primary sources preserved by DARLAC (Digital Archive of Religions in Latin America) at FIU-Libraries.

Do not use Wikipedia as an internet source. You may use academic sources from the internet. (Academic sources list individual authors, name their sources, and have institutional affiliations.) Points will be deducted for infractions of these rules.

ESSAYS AND ARCHIVE RESEARCH - 50%

There will be two options for accomplishing 50 % of your grade in this class.

1) **Option # 1 – Write an essay in three stages** (Two drafts and one final submission). Students choosing this option will develop an essay during the semester on one of the topics listed at the end of this syllabus. Two drafts and una final submission will be turned into Turnitin.com via Assignments in Canvas, on specified due dates. It is not necessary to create a separate Turnitin account. Keep electronic and paper copies of all written work. For your own protection, keep a copy of your Turnitin.com electronic receipt until you have received your final grade for the course.

- Each paper has to include a minimum of five academic sources (see instructor or librarian, if not sure about what an “academic source” is).

ESSAY #1 – 5%

Present your topic, research questions, and sources to prepare your essay.

ESSAY #2 –20%

Analyze and organize your sources to answer your research question and prepare an outline of your final paper.

FINAL PAPER –25 %

Develop your final paper.

Option # 2 – Working with digitized primary sources and preparing metadata.

Students with the ability to read and understand Spanish and an interest in getting familiar with the building and functioning of digital archives will have the opportunity to work with digitized primary sources preserved by DARLAC (Digital Archive of Religions in Latin America), at FIU-Libraries. Each student will analyze and prepare the metadata of 50 digital documents selected by the professor. Each document analyzed and uploaded in the DARLAC metadata platform will be worth 1 point.

GRADING

Please keep printed copies of all assignments and graded material. If you cannot produce your class material in a grade dispute, the grade recorded in the instructor's grade book will take precedence. Students are required and responsible for all assigned text readings and material from Blackboard. Students are expected to check the Announcement and Assignment sections of Blackboard for this class at least every other day. Students who take this course are expected to have the skills necessary to complete all assignments. Written assignments must not be sent as attachments to the professor. I will not grade them if you send them to me as attachments. If you have computer technology questions during the semester, you should contact the FIU Computer Help Desk.

Note: I reserve the right to alter this syllabus if and whenever necessary.

Course Requirements	Number of Items	Weight
Discussion Boards	14	42%
Participation in class		8%
Essays or Digital Archive work options	Three papers or Metadata for 50 digitized docs.	50 %
Total		100%

Letter	Range (%)	Letter	Range (%)	Letter	Range (%)
A	Above 94	B-	80 - 81	D+	68 - 69
A-	90 - 93	C+	78 - 79	D	63 - 67
B+	88 - 89	C	73 - 77	D-	60 - 62
B	83 - 87	C-	70 - 72	F	< 59

COURSE CALENDAR

1st Week January 6- 10

Topics: *Introduction*

Weekly Objectives and outcomes:

- Course overview, theoretical and methodological orientation

Students Tasks:

Readings: “Rethinking the Social and Ethical Function of a History of Christianity” – Bidegain (Available on Canvas)

Online task:

- Discussion Board # 1 Personal Presentation and course expectations.
- Media <https://www.youtube.com/watch?v=YSrI7pVo4lo> How historian do History?

- **Meeting in Person: January, 7th, Room DM 164**

2nd Week - January 13-17

Topics: -*Christianity and the European Expansion in the 16th Century to Africa,*

Weekly Objectives and outcomes:

- Discovering African roots in Christianity.
- Relating slavery development with the European and Christian World expansion

Students’ Tasks:

- **Readings:** IRVIN& SUNQUIST *The History of World Christianity movement* (chap.1)

- **Online:**

- PowerPoint Presentation
- Media https://www.youtube.com/watch?v=3NXC4Q_4JVg The Atlantic Slave trade.
- Discussion Board #2
Was slavery market an ethical incongruence with Christianity? Still today similar incongruences?

- **Meeting in person. January 14**

3rd Week January 20-24

Topics: *Christianity and the European Expansion in the 16th century: America and the Caribbean*

Weekly Objectives and outcomes:

- Discovering the role of women and popular religiosity in the spread of Christianity in the New World
- Understanding the religious, political, and economic role of the Missions.

Students’ Tasks:

- **Readings:** IRVIN & SUNQUIST *The History of World Christianity movement* (chap.2)

Online

- PowerPoint
- Media: Film *"The Mission" (1986)*
- Discussion Board # 3 *To whom the missions have political and economic interests?*

Meeting in Person January 21 –

4th Week January 27- 31

Topics: *Crisis in Western Christianity. Reformation and the Catholic counter-reformation*

-East Christianity Caught between Empires.

Weekly Objectives and outcomes:

- Religious and political consequences of the Reformation and Counterreformation Process
- Role of Orthodox Churches in the Building up of Eastern Societies in Modern Period
- World Christianity at the end of the 16th century.

Students' Tasks:

-Readings: IRVIN & SUNQUIST *The History of World Christianity movement* Chap. (4, 5, & 6)

-Online

- PowerPoint
- Media
- https://www.youtube.com/watch?v=Q_s9Rcsg5UI The Great Schism (105
- <https://www.youtube.com/watch?v=CXK9NNp1yk4> Luther and the Reformation
- Discussion Board # 4 *Please, discuss the political impact of the Reformation in the 16th century.*

Meeting in Person January 28 Analyzing primary sources

5th Week Feb. 3-7

Topics: *Christianity expansion in the 17th century*

- *Christianity's arrivals to North East America and developments in the Caribbean and South America. Christianity Reencounter Asia and further development in Africa.*

Weekly Objectives and outcomes:

- Analyzing Women, Nature, and Religions role in the New scientific and modern societies.
- The roots of the secularization process in the Atlantic World.
- Understanding the clash of Christian European and Amerindian.

Students' Tasks:

- **Readings:** Dale & Sunquist *The History of World Christianity movement*, (Chap 11,12, 13)
 - **Online Tasks**
 - PowerPoint
 - Media
-

Meeting in Person: Feb. 4

6th Week Feb. 10-14

Topics: *Christianity and the Bourgeois Revolutions (18th and 19th Century)*

The Bourgeois Revolutions and its religious impacts. 1750-1830, The Americas' Revolutions and the new Church-State Relationship. Liberalism and the Vatican Council I building a global and centralized church, Colonialism and Christian missions in the 19th Century

Weekly Objectives and outcomes:

- Understanding the conflict of the Catholic church with Modern Societies.
- Missionary movement and colonialism in the 19th centuries
- Religious Diversity in North American Colonies
- Understanding how Christianity and Western Culture are not the same.

Students' Tasks:

- **Readings:** - Dale & Sunquist *The History of World Christianity movement*, (Chap 11,12, 13,)

-Online Task

- PowerPoint
- Media

- Discussion Board # 6 - *The Protestant Expansion linked to a new European imperial development.*

Meeting in Person: Feb.11

7th Week Feb. 17-21

Topics:

*The Twentieth Century, Laity in the front row.
Pentecostalist's expansion, Protestant Missions, and Catholic Action.*

Weekly Objectives and outcomes:

- Comprehending the Pentecostal movement and its spread in Africa, Latin America, and Asia.
- Understanding the new perspectives in the Protestant missionary movement.
- Realizing the new role of the Catholic Laity.

Students Tasks:

-Readings:

- Harvey Cox, *Fire from Heaven: The Rise of Pentecostal Spirituality and the Reshaping of Religion in the Twenty-First Century* (Cambridge, Mass.: De Capo Press,1995), (ch. 1,2,3 and 4).

- Ana Maria Bidegain, *From Catholic Action to Liberation Theology. The historical process of the Laity.* Kellogg Institute Working Paper # 48. November 1985.

https://kellogg.nd.edu/sites/default/files/old_files/documents/048_0.pdf

- Online tasks:

- PowerPoint
- Media
- Discussion # 7. *Why is it possible to say that the 20th century was a laypeople century?*

Meeting in Person

8th Week Feb. 24-28
SPRING BREAK

9th Week March 2-6

Topics:

The Second Vatican Council and its impact among Catholics. Catholic Social Teaching and Catholic political participation.

Weekly Objectives and outcomes:

- Understanding its new religious, social, and political implications.
- Understanding Pope Francis's perspective on the II Vatican Council message.

Tasks:

-Readings: Roger Aubert *Christian Centuries*. Volume 5. *The Church in a Secularized Society* (Part 6)

- Adrian Hastings, ed., *Modern Catholicism: Vatican II and After* (London, SPCK, 1991), (Ch. 5, 9, and 12).

-Online Task:

- PowerPoint
- Media
- Discussion board # 8 Why and how Catholic are calling to act politically?

Meeting in Person, March 3

10th Week March 9-13

Topics: *The Second Vatican Council and its impact on the religious and political world.*

Weekly Objectives and outcomes:

- Understanding the new Christian right in the US and the World.
- Comprehending the evangelical movement transformation.
- Knowing Jean-Paul II and his role in the Cold War end.

Students Tasks:

Readings:

Online Task

- PowerPoint
- Media “The Family” – Netflix series
- Discussion Board # 9 *Political and Religious intertwining in Western Societies.*

Second PAPER DUE No class meeting

11th Week March 16-20

Topics: **Women and Christianity in the Twenty Century**

Weekly Objectives and outcomes:

- Analyzing women's role in the diffusion and transformation of Christianity in the World.
- Understanding women's perspective on Christianity and the role of women in the future of Christianity.

Students' Tasks:

Readings:

Online tasks

- PowerPoint
- Media
- Discussion Board # 10 *Women's role in Christian Churches and new women consciousness rights.*

Meeting in Perso: March 17

12th Week March 23-27

Topics: A Pope coming from “the end of the world” have to face a deep global ethical and humanitarian crisis

Weekly Objectives and outcomes:

- Understanding the role of Pope Francis Face to major global problems: Climate Change, Migrations, Human Rights, and Poverty.

Students Tasks:

-Readings: Pope Francis – *Laudato Si*, Vatican, May 2013

http://www.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si.html

-Online task

- PowerPoint
- Media
- Discussion Board # 11 *How to take care of our “common home”?*

Meeting in Person March 24

13th Week March 30 – April 3

Topics: Christian Ecumenical movement and interreligious dialogue.

Weekly Objectives and outcomes:

- Understanding the importance of ecumenical and interreligious dialogue to strengthen democracy.
- Comprehending the role of new missions among traditional peoples.
- Knowing the reasons for the encounter of Pope Francis and the Patriarch Bartolomeu facing the global context.

Students Tasks:

-Readings: Singgih Basuki “Interreligious Dialogue: From Coexistence To Proexistence (Understanding The Views of Mukti Ali and Hans Kung)” UMRAN International Journal of Islamic and Civilization Studies. 2018

[file:///Users/anamariabidegain/Desktop/Interreligious_Dialogue_From_Coexistence_To_Proexistence%20\(1\).pdf](file:///Users/anamariabidegain/Desktop/Interreligious_Dialogue_From_Coexistence_To_Proexistence%20(1).pdf)

-Online Task

- PowerPoint
- Discussion Board # 12 *Why interreligious dialogue is important today?*

Meeting in Person, March 31

14th Week April 6-10

Topics: Sexual Abuse Crisis in the Catholic Church

Weekly Objectives and outcomes:

- Understanding the social impact of Sexual Abuse
- Knowing the roots of sexual abuse. Misogyny and Clericalism

Students' Tasks:

-Readings: Pope Francis

Online Task

- PowerPoint
- Media
- Discussion Board # 13 *What should be the role of the laity to face sexual abuse?*

Meeting in Person April 7th

15th Week April 13-17

Topics: Christianity today: Between secularization and religious transformation of Christian Institution. Christians' Political Participation. The Latin American Case.

Weekly Objectives and outcomes:

- Understanding the difference between a Lay State and a Secularized Society.
- Grasping the new challenged of Christian institutions
- Rethinking Christians' political participation.

Tasks:

Readings: Philip Jenkins, *The Next Christendom: The Coming of Global Christianity* (Oxford University Press, 2007), 125-87 (ch. 6& 7).

Online Tasks

- PowerPoint
- Discussion Board # 14 *What are the major challenged for Christian Churches today?*

Meeting in Person: April 14th

16th Week April 20- 24

FINAL PAPER DUE - April 21.

LIST OF TOPICS FOR ESSAYS.

- Youth (students, workers or peasant organizations) in one particular Christian Church in the Twenty Century.
- Women's' role and participation in one particular Christian Church in the Twenty Century.
- Christian Political Participation – a particular case.
- Analyzing a particular clerical sexual abuse.
- Christians' involvement in taking care of our “common home.” (concrete experiences)