

TH4009 GLOBAL CHRISTIANITY

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| 1. | Module code: | TH4009 |
| 2. | Title: | GLOBAL CHRISTIANITY |
| 3. | Credit points: | 10 |
| 4. | FHEQ level: | 4 |
| 5. | Semester: | <i>Onsite: Semester 1 Distance: Semester 1</i> |
| 6. | Module leader: | Chris Wigram |
| 7. | Accredited by: | MDX |
| 8. | Module restrictions: | |
| | (a) Pre-requisite | None |
| | (b) Programme restrictions | |
| | (c) Level restrictions | |
| | (d) Other restrictions or requirements | |
| 9. | Aims: To enable students to understand the ways Christianity spread throughout the globe, analyse the interaction between culture and Christian faith and practice, and develop an awareness of the various contexts in which contemporary Christianity currently operates. To complement related study of Christian thought, mission, heritage and tradition theology at Level 4, and lay foundations for further study at Levels 5 and 6. | |
| 10. | Learning outcomes: Knowledge On successful completion of this module, the student will be able to: <ol style="list-style-type: none"> 1. identify ways that Christianity has developed across the globe (A2, A3) 2. engage with issues that arise from specific contexts of Christian faith and practice across the globe (A2, A3, A4) 3. evaluate cross-cultural interaction between Christians from different contexts (A2, A3) Skills On successful completion of this module, the student will be able to: <ol style="list-style-type: none"> 4. identify the global development of Christianity with respect to cultural contexts and cross-cultural interaction in with respect to literary genre, historical context and contemporary scholarship (B2, B3) 5. engage empathetically with different scholarly methods and opinions, and apply their knowledge and understanding to their own lives and the lives of others, and thereby continue to grow and develop spiritually (B3, B4) 6. organise, communicate and apply their own learning effectively, use information and computer technology to access and transmit information, and engage in problem solving (B6, B7, B8) | |
| 11. | Syllabus: The planting and growth of the church across the globe; monastic mission in Europe and the establishment of Christendom; the planting of the Catholic Church by missionary orders in Latin America; Protestant mission in North America; the planting and growth of the churches in Africa; varied patterns of Christian development in Asia; contemporary Christianity on five continents. | |
| 12. | Learning and teaching strategy: Students will be engaged in a variety of learning activities aimed at acquisition, investigation, discussion, | |

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| | <p>practice, collaboration and production through multiple delivery formats. Students may choose to study this module either on-campus or in the distance (online) mode. Onsite education will occur in a cohort within a timetable and be based around interactive lectures, group discussions and guided readings, supported by materials on the Virtual Learning Environment (VLE). Distance education through the VLE is self-paced within a timetabled cohort, and based around online course materials, guided readings (including ebooks, articles and other materials), and online discussion forums where students interact with each other and the tutor. Both onsite and distance students will have opportunities for guided and independent study. All students will be expected to engage in independent library research and written production and supported in their learning by the tools and resources available on the VLE.</p> | | | | |
| 13. | Assessment scheme: | | | | |
| | 1. Formative assessment scheme | | | | |
| | <p>Both onsite and distance learning students will receive ongoing formative feedback from tutors at appropriate points during the duration of the module.</p> <p>Students will receive formative feedback on their presentation from teacher and peers, allowing them to improve the script and/or materials before the final assessment.</p> | | | | |
| | 2. Summative assessment scheme | | | | |
| | <p>Task:</p> <p>Presentation (10min) on agreed topic, given in person or by video, with materials uploaded later (by deadline).</p> | | | | |
| | Weighting | Specification e.g., word count / duration / no. of pages | LO mapped to | Anonymously marked | Ethics approval required |
| | 25% | Presentation slides (or other visual material) | All LOs | <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module |
| | 65% | Script/summary (1500 words) | All LOs | <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module |
| | 10% | Delivery of presentation | B7 | <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module |
| | <p>The marking scale is as follows:</p> <ul style="list-style-type: none"> 00-34 is considered a fail. 35-39 is considered a compensatable pass (where appropriate and after re-assessment). 40-49 is considered a third-class pass 50-59 is considered a lower second-class pass. 60-69 is considered an upper-second-class pass. 70+ is considered a first-class pass. | | | | |

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| <p>In order to pass the module, the student is required to achieve a mark of 40+ in each module element, except where compensation applies (if appropriate) or if the learning outcomes are met by the achievement of a 40+ mark in another module element.</p> <p>Therefore, please delete the statement which does not apply to this module:</p> <p>1. In order to pass the module, the student will be required to achieve a mark of 40+ in each module element except where compensation applies (if appropriate).</p> <p>2. In order to pass the module, the student will be required to achieve an aggregate mark of 40+ across all module elements, except where compensation applies.</p> <p>If any element is failed, reassessment may be offered in that element only. However, where a student wishes to be reassessed in their presentation delivery this will be via video only.</p> <p>Please note that modules up to a maximum of 20 credits (after re-assessment) may be compensated where a student has achieved a mark between 35 and 39 but only if a level average of 40+ has been achieved.</p> | |
| Seen examination | % |
| Unseen examination | % |
| Coursework (no examination) | 100% |
| 14. Timetabled examination required | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| 15. Length of exam | |
| 16. Learning materials | <p><i>Essential</i></p> <p>Robert, D.L. <i>Christian Mission</i> (Chichester: Wiley-Blackwell, 2009) *</p> <p>Farhadian, Charles & Hefner, Robert W., <i>Introducing World Christianity</i> (Wiley-Blackwell, 2021) *</p> <p>[* also available as ebook]</p> <p><i>Recommended</i></p> <p>Bevans, S. & Schroeder R., <i>Constants in Context: A Theology of Mission for Today</i> (New York: Orbis, 2004)</p> <p>Bosch, D.J., <i>Transforming Mission</i> (New York: Orbis, 1991)</p> <p>Corrie, J. (ed.), <i>Dictionary of Mission Theology</i> (Nottingham: IVP, 2007)</p> <p>Fiedler, K., <i>The Story of Faith Missions</i> (Oxford: Regnum, 1994)</p> <p>Irvin, D.T. & Sunkuist, S.W., <i>History of the World Christian Movement, Volume 2: Modern Christianity from 1454 -1800</i> (New York: Orbis, 2012)</p> <p>Sanneh, Lamin, <i>Whose Religion is Christianity?: The Gospel Beyond the West</i> (Eerdmans, 2004)</p> <p>Shenk, W.R, <i>Changing Frontiers of Mission</i> (New York: Orbis, 1999)</p> |

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| | Stanley, B., <i>Christian Missions and the Enlightenment</i> (Grand Rapids, MI: Eerdmans, 2001) Sunquist, Scott the Unexpected Christian Century, Baker Academic, 2015 Tucker, R., <i>From Jerusalem to Irian Jaya: A Biographical History of Missions</i> (Grand Rapids, MI: Zondervan, 2004) Walls, A., <i>The Missionary Movement in Christian History</i> (New York: Orbis, 1996) Walls, A., <i>The Cross-Cultural Process in Christian History</i> (New York: Orbis, 2002) Walls, A. & Ross, C., <i>Mission in the 21st Century: Exploring the 5 Marks of Global Mission</i> (London: Darton, Longman & Todd, 2008) Yeh, Allen, <i>Polycentric Mission</i> (IVP Academic, 2016) | |
| Information in items 17 and 18 are collected for LST purposes (as well as for Middlesex University information): | | |
| 17. | UNISTATS - assessment | |
| | Please indicate summary of the following assessment types: | |
| | COURSEWORK | 100% |
| | EXAM |% |
| | PRACTICAL |% |
| 18. | UNISTATS – learning and teaching | |
| | Please indicated the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e., 30 credits is 300 hours). | |
| | Scheduled Teaching (e.g., Lecture, Tutorial, Seminar, Practical class, Workshop etc). | <i>Onsite:</i> 22 |
| | The proposed number of scheduled teaching hours: | <i>Distance:</i> N/A |
| | Assessment | <i>Onsite:</i> 20 |
| | Proposed number of hours for the assessments. | <i>Distance:</i> 20 |
| | Placement Activity (e.g., placement, work-based learning or year abroad). | |
| | Proposed time on placement. (This can cause the hours to go over the credit hours, but this is ok in this instance): | |
| | Independent Study (Time students will be required to complete independent study). | <i>Onsite:</i> 58 |
| | The proposed number of hours a student should complete independent study: | <i>Distance:</i> 80 |

| Programme(s) using this module: | | |
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| Programme code(s) | Programme title(s) | Core/Optional |
| 600V628 | BA (Hons) Theology | core |
| 600V635 | Dip HE Theology | core |
| 600V631 | Cert HE Theology | core |