"The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel."

Semester, Year	WINTER, 2027
Course Title	**GLOBALIZATION AND THE CHURCH: MISSIONAL THEOLOGY IN A POSTMODERN CULTURE**
Course Code	MISS 0586 / THEO 0668 1A
Date **Delivery Format**	JANUARY 11 – APRIL 9, 2027 ASYNCHRONOUS ONLINE
Class information	This course is web-based asynchronous with no fixed class time. Lectures are posted online so students can learn based on their own schedule; the same flexibility is built into the weekly forum discussions. The professor plays an active role in moderating discussion, guiding research, and introducing topics and resources.
Instructor **Contact Information**	**WAFIK WAHBA, PhD** Telephone: (416) 226-6620 ext. 2132 Email: wwahba@tyndale.ca
Office Hours	By appointment via email only.
Course Materials	Access course material at classes.tyndale.ca or other services at Tyndale One. Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

Globalization is one of the main features of our contemporary post-modern culture. This course provides a comprehensive theological and missiological study on the impact of globalization on the life and ministry of the global church in the twenty first century. Major themes such as the historical development of Christianity, its theology and mission in the cultural context of Africa, Asia, the Middle East, Latin America, and Europe/North America will be explored. Church's ministry and responsibility towards socio-political injustices, poverty, urbanization and the ecology will be studied from a global perspective. Special attention will be given to the church's interaction with other religious traditions. The missional nature of the church will be explored from a Trinitarian perspective where emphasis will be given to the mission of the people of God as an instrument for peace and reconciliation among world communities and nations.

II. LEARNING OUTCOMES

At the end of this course, students will be able to:

1. Examine the basic characteristics of globalization and its impact on the life and ministry of the church in a way that will inform/define the witness of the church in the postmodern world context.
2. Identify biblical-theological foundations for doing mission and employ the concept of *Missio Dei* as the basis for partnering in God's mission.
3. Explore the life and ministry of global Christianity in different world contexts and be able to reflect on the different models and methods of theology and worship adopted by the church in such a context.
4. Distinguish different world cultures for the purpose of communicating the message of the gospel effectively and meaningfully to different people groups.
5. Integrate theological insights with cultural-social analysis in developing a theology to inform the church's response to current global concerns such as poverty, injustices and urbanization.
6. Apply relevant methods of doing theology of mission in our pluralistic context of a post-modern era.
7. Develop a holistic approach of mission that modeled the transforming kingdom attitudes in preaching the gospel and caring for social needs of the people.
8. Identify the basic role of the church as an instrument in reconciling people and communities with God and with one another.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Jenkins, Philip, *The Next Christendom: The Coming of Global Christianity*. Oxford, New York: Oxford University Press, 2011. (Third Edition). ISBN 13:978-0199767465/ 10: 0199767467.

Lamport, Mark A. (ed.), *Encyclopedia of Christianity in the Global South* (2 Volumes), Lanham, Boulder, New York, London: Rowman & Littlefield, 2018. ISBN 9781442271562 (Hard Cover).

NOTE: YOU DO NOT NEED TO BUY THIS ENCYCLOPEDIA, YOU WILL HAVE ACCESS TO THE E-BOOK VERSION THROUGH THE ABOVE LINK PROVIDED BY TYNDALE LIBRARY. ONLY SELECTED ARTICLES ARE REQUIRED FOR WEEKLY READINGS. YOU WILL HAVE ACCESS TO A WEALTH OF ARTICLES THAT COVER EVERY COUNTRY IN THE GLOBAL SOUTH AS WELL AS HUNDREDS OF OTHER RELATIVE TOPICS TO THE COURSE.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Tyndale recommends STEP Bible – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other online resources for Biblical Studies.

C. ASSIGNMENTS AND GRADING

Careful completion of the assigned readings **in advance**, in conjunction with reflecting on their relation to the ideas presented in the lectures. It is expected that students will read all of the assigned reading prior to the scheduled lecture of the week.
More information regarding the assignments is posted on the course webpage.

1. **Mid-term project on a selected region of the world: Due on Friday, February 19, 2027; 30% of final grade.**

Midterm project on the life and ministry of the church in a particular country in the world covering:

- Basic statistics and information on the country's geographical location, population, religious demographics, and any other interesting facts.
- The history of the life and ministry of the church
- Styles and patterns of worship and its influence on the community.
- Mission trends including current missions' ministries and their impact locally or internationally.
- Things to be learned: patterns to be highlighted and expanded, things need to change and altered.

2. **Discussion Comments: Dates vary; 25% of final grade.**

Attendance in this course is demonstrated by regular logins and up-to-date participation in forums.

Discussion forums are a key aspect of this course. They are your opportunity to relate and reflect on major themes being studied, to share your ideas with your peers, and benefit from the ideas presented by your colleagues in the group. The purpose of this activity is to allow you to understand the various contexts of global Christianity, its history, ways of worship, theology and mission. They also broaden your perspective on areas where the global church needs to be involved in current issues challenging communities around the globe.

3. **A 15-page research paper on one of the main topics where the church should engage society in responding to current challenges such as injustices, poverty, urbanization, the ecology, and the church's relationship to other religions. (45% of the final grade). Due on Friday, April 9, 2027.**

The research paper will be evaluated based on:

- Clarity of thought
- Structure and content
- Accuracy
- Comprehensiveness
- More information on what is expected in the final paper will be posted on the course webpage

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	**Due**	**%**
Midterm Project	Feb 19	30%
Discussion Comments	Various	25%
Final Research Paper	Apr 9	45%
Total Grade		**100%**

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Pre-reading is expected prior to start of class. Late registrants are responsible for the consequences of partial preparation.

Week 1: Introduction: Globalization and Global Christianity

Readings:

Jenkins: Chapter 1

Todd M. Johnson in Lamport: Church Growth Through the Centuries, P.167.

Emma W. Wood in Lamport: Globalization, Transnationalism, Migration, P. 314.

Southern Christianity

Readings:

Jenkins: Chapters 2

Lalsangkima Pachuau in Lamport: Theology in Context: Historical Development in the Global South, P. 797.

Week 2: Middle Eastern Christianity

Readings:

Jenkins: Chapters 4 & 5
Hani Hanna in Lamport: Ecclesiology in the Middle East, P. 239.
Wafik Wahba in Lamport: Christian Exodus from the Middle East, P. 159.
Tharwat Wahba in Lamport: Mission from the Middle East, P. 519.
Tharwat Wahba in Lamport: Mission in and to the Middle East, P. 523.
Wafik Wahba in Lamport: History of the Middle Eastern Experience with Christianity, P. 905.
Mitri Raheb in Lamport: Contemporary Middle Eastern Experience with Christianity, P. 935.

Week 3: Christianity in the West

Readings:

Selected parts of chapters from Wahba, *Christianity and Islam: Global Perspectives* (posted on the course webpage).

Week 4: Asian Christianity

Readings:

Jenkins: Chapter 3
Simon Shui-Man Kwan in Lamport: Asian Theologies, P. 54.
Samjung Kang-Hamilton in Lamport: Minjung Theology, P. 507.
Pascal D. Bazzell in Lamport: Ecclesiology in Asia, P. 237.
Enoch Wan in Lamport: Mission from Asia, P. 516.
Pascal D. Bazzell in Lamport: Mission in and to Asia, P. 520.
Melissa Wei-Tsing Inouye in Lamport: History of East Asian Experience with Christianity, P. 889.
Arun W. Jones in Lamport: History of South Asian Experience with Christianity, P. 893.
Connie Au in Lamport: History of Southeast Asian Experience with Christianity, P. 897.
Wonsuk Ma in Lamport: Contemporary East Asian Experience with Christianity, P. 919.
Sunder John Boopalan in Lamport: Contemporary South Asian Experience with Christianity, P. 923.
Wonsuk Ma in Lamport: Contemporary Southeast Asian Experience with Christianity, P. 927.

Week 5: African Christianity

Readings:

Babatunde Adedibu in Lamport: African Theologies, P.8.

Babatunde Adedibu in Lamport: African Initiated (Or Indigenous) Churches, P. 7.
Anne Arabome in Lamport: Ecclesiology in Africa, P. 236.
David k. Ngaruiya in Lamport: Mission from Africa, P. 516.
Bulus Y. Galadima in Lamport: Mission in and to Africa, P. 519.
Brian Stanley in Lamport: History of African Experience with Christianity, P. 883.
Adriaan Van Klinken in Lamport: Contemporary African Experience with Christianity, P. 915.

Week 6: Latin American Christianity

Readings:

Angel D. Santiago-Vendrell in Lamport: Ecclesiology in Latin America, P. 237.
Hank J. Voss in Lamport: Latin American Theologies, P. 449.
Michael Parker in Lamport: Liberation Theology, P. 461.
DeLonn Rance in Lamport: Mission from Latin America, P. 517.
Edgar Alan Perdomo in Lamport: Mission in and to Latin America, P. 521.
Raimundo C. Barreto Jr. in Lamport: History of Latin American Experience with Christianity, P. 901
Janice A. McLean-Farrell in Lamport: History of The Caribbean Experience with Christianity, P. 913.
Raimundo C. Barreto Jr. in Lamport: Contemporary Latin American Experience with Christianity, P. 931.
Janice A. McLean-Farrell in Lamport: Contemporary Caribbean Experience with Christianity, P. 943.

Feb 16 – 21: Reading Days (No Class)

Week 7: The Church's responsibility towards Poverty, Children at Risk and Disability

Readings:

Hank J. Voss in Lamport: Theology of the Poor, P. 651.
H Fernando Bullon in Lamport: Relief and Development, P. 672.
Course webpage links.

Week 8: The Church's responsibly towards social Justice, the economy and politics

Readings:

Joshua Samuel in Lamport: Social Justice, P. 729.
Adriaan Van Klinken in Lamport: Politics and Christianity in Africa, P. 645.
James Haire in Lamport: Politics and Christianity in Asia, P. 646.
Angel D. Santiago-Vendrell in Lamport: Politics and Christianity in Latin America, P. 646.
Tharwat Wahba in Lamport: Politics and Christianity in the Middle East, P. 648.
Glenn Martin in Lamport: Capitalism and Christianity, P. 123.

Joseph Tse-Hei Lee in Lamport: Communism/Socialism P. 186.
Pablo A. Deiros in Lamport: Corruption, P. 203.

Week 9: The Church's responsibility towards urbanization and the Environment

Readings:

Course Webpage links.

Week 10: Religions and Globalization

Readings:

Jenkins: Chapter 6
Joshua Samuel in Lamport: Christianity and Hinduism, P. 346
Joseph Tse-Hei Lee in Lamport: Persecution of Christians, P. 632

Week 11: Christianity and Islam in the Global Scene

Readings:

Jenkins: Chapters 7&8
Kevin G. Smith in Lamport: Christianity and Islam, P. 401.
Michael Nazir-Ali in Lamport: Navigating Muslim-Christian Dialogue, P. 553.
Martha Th. Frederiks in Lamport: Muslim-Christian Relations in Africa, P. 556.
Peter G. Riddell in Lamport: Muslim-Christian Relations in Asia, P. 557.
Clarissa De Franco in Lamport: Muslim-Christian Relations in Latin America, P. 559.
Wafik Wahba in Lamport: Muslim-Christian Relations in the Middle East, P. 560.

Week 12: The Mission of the Triune God and the Global Church

Readings:

Jenkins: Chapters 9

The Missional Church in the Global Context

Readings:

Jenkins: Chapters 10

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VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must contact the Accessibility Services at the Centre for Academic Excellence to register and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

B. REQUIREMENTS FOR LIVESTREAM INTERACTION (*SYNCHRONOUS ONLINE COURSE ONLY*)

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi

- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

**exceptions with permission from professor*

C. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to "Guidelines for Interactions" on your course resource page at classes.tyndale.ca.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric

Please consult the rubric provided for each assignment on your course resource page at classes.tyndale.ca.

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the Academic Integrity website for further details.

For proper citation style, consult Citation Guides for different styles. Students are encouraged to consult Writing Services.

Students should also consult the current Academic Calendar for polices and expectations on Attendance and Classroom Expectations, Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Artificial Intelligence (AI)

Tyndale Seminary's Academic Calendar provides a definition and broad descriptions of types of Academic Dishonesty using AI.

Academic dishonesty includes the submission of work for which previous credit was given, the submission of work under one's own name that is largely the result of another person's efforts, aiding another's dishonesty, cheating on exams and giving false information for the purpose of gaining admission, credits, etc. … Academic dishonesty also includes submitting academic work which has been written, rewritten, or substantially edited by an artificial intelligence program. (Seminary Academic Calendar, 2026/7, p. 173.)

AI programs are not adequate information sources for academic writing. Students should not use AI in academic writing without explicit permission from their course instructor. Given the tendency of AI programs to give inaccurate information and even falsify citations, students are cautioned against using AI prompts to begin researching or summarizing a topic. Instructors may deduct points from [or give a failing grade to] assignments for the improper use of AI sources. (Seminary Academic Calendar, 2026/7, p. 174.)

Students *may* use AI as an enhanced search engine, provided they are extremely careful about checking its sources. That means personally verifying texts and claims *every time* by clicking through to the source link or independently searching. This also means public information sources like Wikipedia are not satisfactory sources. We recommend using sites like Google Scholar or the variety of journal and research databases available with a Tyndale student ID.

Students *may* use AI to transcribe interviews, videos, or dictations of their own ideas when preparing for assignments. But they must read through the transcripts themselves and *manually* verify accuracy, make selections to quote, or edit for concision and clarity. This use of AI is reserved only for ideas that students have created themselves. Students may not submit course lectures, videos, or other course material to AI or any other software to transcribe, synthesize, annotate, or otherwise summarize course content.

Students *may not* use AI in any aspect of the planning and writing process for class assignments, including but not limited to early planning, ideas, outlining, argumentation, grammar, syntax, or phrasing. Struggling with all this is fundamental part of human learning. This struggle is precisely what develops writing ability and is essential to developing critical thinking and communication skills. If further clarification is required, students should ask their professors, not an AI assistant.

Students *may not* use Grammarly or similar AI copyediting programs, including Copilot in Microsoft Word. Tyndale students are expected to write with sophistication in English. Use of a LLM to edit/re-write/re-phrase/alter student work will be viewed as a breach of the Tyndale AI policy. Students should also be aware that many of these programs can/will change student ideas without permission or notification and should be careful to turn off any generative AI features in any software they use for course assignments.

Special Note:
Students should carefully discern and justify any use of AI tools. Convenience, efficiency, academic pressure, lack of time or even health issues are not sufficient reasons to rely on AI. If personal or external difficulties affect your work, you should first speak with your instructor before using AI assistance. Your personal formation, theological reflection, and authentic engagement with the course remain the priority in completing assignments.

Some course professors may allow AI use for specific projects within specific limits. All Seminary syllabi (or course pages on Moodle) will contain guidelines for permitted uses of AI. When using AI for any professor-approved application in assignments, students should save all rough work and earlier versions of their assignments before editing. Students may be required to produce these versions on request. The name of the AI software used must be noted (Claude, ChatGPT, etc.) including the specific version number and model of that software, and the specific text of all prompts employed to get the results must be reported in the submitted assignment.

Turnitin Text-Matching Software
Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at classes.tyndale.ca. Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- Student Guides for Turnitin via classes.tyndale.ca course resource page
- Interpreting Similarity (Guide, Video, Spectrum)

Research Ethics
All course-based assignments involving human participants requires ethical review and may require approval by the Tyndale Research Ethics Board (REB). Check with the Seminary Dean's Office (seminaryoffice@tyndale.ca) before proceeding.

Late Papers and Extensions Policy
All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the Extension Request Form. The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete ("I") may be granted by the Registrar. Once an extension is granted, it is the student's responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of "F" will be recorded for students who do not complete the outstanding work by the deadline.

E. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential, and the instructor will only see the aggregated results of the class.

F. LIBRARY RESOURCES

Tyndale Library supports courses with e-journals, e-books, and the mail delivery of books and circulating materials. See the Library FAQ page.

G. GRADING SYSTEM & SCALE

For each course's grading rubric, please refer to your course syllabus or classes.tyndale.ca. For general grading guidelines, refer to Seminary Grading System & Scale.