

# **Integral Mission and Theology in the African Context**

**WYP2462**

**(Online)**

Instructor: Mwita Akiri

## **Course Syllabus**

### **1. Course Description**

This course deals with issues of Christian mission, culture and international development in the African context.

### **2. Course Objectives**

To enable students to appreciate the links between ancient African Christianity and Western Christianity.

To explore issues of the interaction of European mission Christianity and African cultures and the dynamics of that interaction.

To enable students to be familiar with some of the factors that contributed to the growth of Christianity in Africa and the role of African Christians and other indigenous players in that growth.

To enable students to appreciate the sacrifices and the struggles of Christians of different ages and origins (Africans and Westerners alike) in the formative years in the life of the Church in Africa.

To enable students to learn the value of faith and perseverance in the midst of the forces (past and present, temporal and spiritual) that challenge Christianity.

To enable students to appreciate some of the development issues and challenges in Africa and the role of the Church in dealing with them to improve the lives of communities.

To assist students understand various sources used in the study of the history of African Christianity and their complementary nature.

To help students to appreciate oral tradition as an indispensable source in African mission historiography.

### **3. Course Units**

## UNIT 1: Sources for the Study of African Christian History

This unit offers a general introduction and a survey of sources for the study of African Mission Christianity. Such sources include oral sources, mission and church archives, photographs, inscriptions and engravings as well as secondary (published) material.

## UNIT 2: Oral Tradition as a Tool for African Christian History

This unit explores oral sources as key historical sources in their own right. It appreciates oral sources as indispensable sources for interpreting and correcting bias and imbalance in mission and church archives as well as secondary (published) material used in traditional African mission historiography that owes much of its origin in the West.

## Unit 3: Ancient African Christianity: Links And Encounters

This unit considers ancient African Christianity especially in Egypt, Nubia and Ethiopia. It notes the unique features in North African Christianity and traces the links with the Jewish and Western Christianity. Also, it notes the Islamic onslaught in North Africa that changed the religious landscape there from the 7th century.

## Unit 4: Christian Developments in Africa South of the Sahara

This unit explores the contacts between the European missions and Africa south of the Sahara desert, especially from the 19th century onwards. It focuses on East Africa from the mid-19th century onwards as a representative region. The unit notes some of the critical issues of the time that played a major part in shaping African Christianity. These include the slave trade, colonization, encounters with Islam, African traditional kingdoms, martyrdom, secular education, the World War I, indigenous African Christian initiatives, African resistance and decolonization of Africa.

## Unit 5: The Role of Indigenous Christians – Part I

This unit begins with a methodological assessment of European historiographies and notes the bias in such historiographies. It notes the way such historiographies promote the role of European male players and marginalises female Europeans and indigenous African players. In this context the term ‘missionary’ is redefined. The unit offers some examples of the indigenous African missionary contributions.

## Unit 6: The Role of Indigenous Christians – Part II

This unit is a continuation of Unit III. It offers biographical notes of a selected list of some prominent indigenous Christians as well as a prominent tribal chief in central Tanzania in the early 20th century.

## Unit 7: Mission Christianity and African Cultures – The Case of Central Tanzania

This unit is the last one on history and culture part. It explores and assesses the encounter between European mission Christianity and African cultures. It uses an example of the interaction of the foreign missionaries belonging to the Church Missionary Society (CMS, UK) and the two major ethnic groups in central Tanzania from the second half of the 19th century onwards.

#### Unit 8: Religion, State and Development – The Case of Tanzania

This unit is the first in the second part of the course that deals with some of the critical development issues faced by the Church in Africa. It offers an insight into how religion, the state and development intersect in the African context. Of special interest is the way poverty, unemployment, corruption, global exploitation of African resources and the resurgence of religion in Africa pose a challenge to the African states and to mission in Africa.

#### Unit 9: Water and Sanitation in Tanzania – A Case Study of Tarime

The unit starts with a brief survey of the global water and sanitation situation in the developing world and the national situation in Tanzania. Then it uses a specific water and sanitation project in the Anglican Diocese of Tarime (east of Lake Victoria) in Tanzania as a case study of some of the challenges of working for and with communities to enhance access to water and sanitation at the local level.

#### Unit 10: Improving Food Security in Tanzania – A Case Study of Tarime

This unit looks at a specific community development project that focuses on enhancing food security in the Anglican Diocese of Tarime (east of Lake Victoria) in Tanzania. This is an integrated project that has elements of crop and animal farming, environmental conservation, women's rights, and HIV/ Aids.

#### Unit 11: Women's Health Rights in Tanzania – A Case Study of Tarime

This unit examines the practice of female circumcision in Tarime (east of Lake Victoria) in Tanzania which covers the current jurisdiction of the Anglican Diocese of Tarime. It studies the efforts of the Church to eradicate the practice which violates women's dignity and health rights.

#### UNIT 12: Issues of International Development Partnership – An African Perspective

This unit explores some of the critical issues in international development partnership between the West and Africa. Some of the issues explored include partnership values, common misconceptions, pitfalls, and constraints, as well as useful tips especially for Western and African partners.

### **4. Learning Outcomes**

<b>COURSE OUTCOMES</b>	<b>COURSE ELEMENT</b>	<b>PROGRAM OUTCOMES</b>
<b>By the end of this course, students will have acquired the following levels of knowledge:</b>	<b>This outcome will be achieved through these course elements:</b>	<b>This course outcome corresponds to this aspect of the Wycliffe College outcomes statement for the individual BD programs:</b>
Gain a better understanding of key sources for the study of the history of African Christianity and their complementary nature.	<ul style="list-style-type: none"> <li>• Units 1, 2</li> <li>• Short Papers</li> <li>• Forums</li> </ul>	<ul style="list-style-type: none"> <li>• M.Div.: 1.4, 1.6</li> <li>• MTS: 1.4, 1.6</li> </ul>
Acquire an appreciation of oral tradition as a credible source for the study of African Christian history.	<ul style="list-style-type: none"> <li>• Unit 2</li> <li>• Short Papers</li> <li>• Forums</li> </ul>	<ul style="list-style-type: none"> <li>• M.Div.: 1.4, 1.6</li> <li>• MTS: 1.4, 1.6</li> </ul>
Identify some of the key factors that have shaped the African Church.	<ul style="list-style-type: none"> <li>• Units 3, 4</li> <li>• Short Papers</li> <li>• Forums</li> </ul>	<ul style="list-style-type: none"> <li>• M.Div. 1.4, 1.6</li> <li>• MTS: 1.4, 1.6</li> </ul>
Give an informed appraisal of the historical, secular issues that went hand in hand with African Christian expansion and experience.	<ul style="list-style-type: none"> <li>• Units 5, 6, 7</li> <li>• Short Papers</li> <li>• Forums</li> </ul>	<ul style="list-style-type: none"> <li>• M.Div. 1.4, 1.6</li> <li>• MTS: 1.4, 1.6</li> </ul>
Explain the role of the Church in international development especially in the African context.	<ul style="list-style-type: none"> <li>• Units 8-12</li> <li>• Short Papers</li> <li>• Forums</li> </ul>	<ul style="list-style-type: none"> <li>• M.Div. 1.6</li> <li>• MTS: 1.6</li> </ul>
A better understanding of the world church and global Christianity.	<ul style="list-style-type: none"> <li>• Units 4, 7</li> <li>• Short Papers</li> <li>• Forums</li> </ul>	<ul style="list-style-type: none"> <li>• M.Div. 1.6</li> <li>• MTS: 1.6</li> </ul>

## **5. Readings**

All required readings for each unit will be available online.

## **6. Assignments**

(a) Self introductions and reason for taking the course (up to 300 words).

(b) Weekly Discussion forums.

For each forum there will be a designated topic based on the course notes and the required readings (and more) for the relevant unit. Each member of the class must participate. You must make an initial response (minimum 250 words) to the topic and a considered response to the post of another class member. You will be graded on your grasp of the topic (based on readings and course notes), and the conciseness of your responses.

Value:  $5\% \times 12 = 60\%$

(d) Short Papers

Two short papers are to be completed. You may choose your topics from any of the units of the course. Choose your first topic from Units 1-6, and your second topic from Units 7-12.

Length of short paper: 2,000-2,500 words (approximately 6 pages, exclusive of footnotes or endnotes and bibliography). The paper should be in double line spacing, font 12, Times New Roman or Arial, margins not less 1cm left and right, top and bottom of page, Word document (NOT pdf). Submit the paper as an email attachment.

Value:  $2 \times 20\% = 40\%$ .

For each the mark will be distributed as follows:

5% for an invitational introduction and an illuminating conclusion.

The introduction of the paper should state an achievable task or two (examines, evaluates, assesses, compares, contrasts, analyses etc), and show how the tasks would be achieved. If possible, delimit the subject so that the discussion does not involve what is not intended. The conclusion is drawn out of the discussion or argument. At least, this is a summary of what has been discussed, and indicates what the discussion reveals or points to.

5% for evidence that relevant/basic reading of sources has been done.

5% for a satisfactory grasp of the topic or subject, and awareness of issues involved.

5% for ability to evaluate sources consulted and offer personal insights.

The paragraphs should have coherence and flow as well as show the development of ideas and arguments. Footnotes or endnotes and a good bibliography are necessary.

References and Bibliography should follow Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations* (9th Edition). Chicago: University of Chicago Press, 2018.

***Due Date for Short Papers:***

Short Paper 1: February 24, 2020.

Short Paper 2: April 3, 2020.