

# Review of: "Learning Corpus Christianum as a Theological Education Curriculum towards a Global Community"

María Calzada Pérez<sup>1</sup>

<sup>1</sup> Universitat Jaume I de Castellón

Potential competing interests: No potential competing interests to declare.

## ABSTRACT

The abstract is informative in general. But please review the structure of the enumeration of "results" (see below). All components MUST have the same grammatical structure. As you may notice points (1) and (2) have the same nominal structure. But point (3) has a phrase structure. Also change the final sentence since it is repeated and makes no sense on its own.

- [...] this literature study resulted in (1) **Corpus Christianum (Body of Christ) values:**the Church as the Body of Christ, unity with Christ as the Head of the Church, and unity with fellow believers. (2) **Learning "corpus Christianum" as a theological education** curriculum towards a global society emphasizes: learning "humanity", Corpus Christianum values into curriculum content (academic, humanist, social reconstruction, and technological), lecturer specialization towards globalization, and globalization students capable of being the needs of the corpus Christianum. (3) **Theological education must change to conquer the global context.**Corpus Christianum as values.

## INTRODUCTION

The introduction is an interesting reflection about specialization vs globalization / complexity. Especially interesting is the following quote: "Education and lecturers who persist in their stance for specialisation will be left behind and ignored by globalisation". The following, though, need editing to reinforce consistent academic quality:

- At the beginning of the 20th century, the connection of all fields in the world was unavoidable, until now --> Do you mean 21st century?
- and technological (mastery of technological or digital developments). **increasingly sophisticated** --> Careful with format.
- that destroy systematics (relationships of **a part). with the whole**) --> Careful with the format.
- Writing articles answers the question: How is "Corpus Christianum" Learning as a Theological Education Curriculum Towards a Global Society? → Rephrase to make it more cohesive with what comes before and what comes next.

## METHOD

- [...] This study uses a literature study --> clumsy expression + not easy to understand.

- *Second*, carry out analysis with various data → Which kind of analysis? Is it descriptive? Prescriptive? Linguistic? Theological? Sociological? More information about the analysis required. I believe that author means that seminal work from the theologian field will be reviewed to clarify the main concepts under study and to guide the discussion.
- In an ideal country, the government really seeks the welfare of its **people**. **The** characteristics of Allah as a king who has truth and justice are very important qualities for the government and its officials to have (Schaff, 1993). → Difficult transition. The author is talking about Calvin and suddenly, with no further transition, mentions Allah. Transition is required.
- In fact, there was a shift in the definition of the corpus Christianum idea that gave birth to an unequal and ethical political praxis between church and state in the **late Middle Ages** towards the Renaissance, thus fostering social anxiety on a yearly basis. **In the Middle Ages**, there was fierce competition between religion and the state (Balke, 2020). → Unclear. Mentioning the late Middle Ages before the Middle Ages makes it difficult to follow the argument. As far as I understood: Corpus Christianum mean a conjunction of religion and state which changed from the late Middle Ages / Renaissance. Rephrase this so that the argument is easier to follow. Do not alter chronology.
- However, Calvin realized that the corpus Christianum tradition had a destructive weakness for communal life. → Explain further.
- The word "ahava; field" appears 7 times in the **OT** → Use full name and then abbreviation in brackets for the first time.
- emphasized in NT verses → Use full name and then abbreviation in brackets for the first time.
- *First*, it is not an exaggeration if experts (specializations) are needed in world work. However, if the specialties reject **Allah**, surely Allah will give law and never protect them from all kinds of harm. On the other hand, if Allah pleases (to glorify Allah) someone becomes an expert in a field, then "the hand of the Lord Himself" protects him. → Not clear why if we are talking about Christianity, Allah is mentioned.

## DISCUSSION

If as, stated in the Method section, this is a review of literature which then supports the authors proposal, then reference to the literature is to be explicit as much as possible. Then the author's proposal is to be explicitly marked as such. Hence, discussion is to be reorganised so that the discussion of sources and proposals are differentiated clearly.

## Corpus Christianum Learning as a Theological Education Curriculum Towards a Global Society

### *Learning Humanity Corpus Christianum as a Basis for Theological Education*

- *Learning humanity is not something new but has become daily life for Christian education.* → Add quotation to support this statement.
- *The future of learning must be universal education, which first teaches about the human condition. Everyone must accept himself with his normal humanity and be aware of the cultural diversity that is inherent in all that is human.* → Add quotation to support this statement.

### *Corpus Christianum Curriculum in Academic, Humanist, Social, and Technological Reconstruction*

If this is the author's proposal this is to be marked as such, possible in the title of the section: *Corpus Christianum Curriculum in Academic, Humanist, Social, and Technological Reconstruction: A POTENTIAL PROPOSAL*”

### *Lecturer Specialization towards Globalization*

*Again, the discussion section requires reordering. A first part in which bibliographical sources are discussed and then the author's proposals. In this section, the author expressing many ideas without us knowing whether they are supported by bibliography. The reader is unable to distinguish between the review and the proposal.*

### *Globalization Students Able to Become Corpus Christianum Needs*

See above. Same as the previous section.

### *Corpus Christianum Theological Education Towards Globalization*

*Same as above.*

- *Industrial Revolution 0.4 and the Era of Society 0.5. → Is this correct? Would it not be 4.0 and 5.0?*

## **CONCLUSION**

Interesting section.

## **OVERALL**

The present paper stems from a very interesting idea in which Corpus Christianum, Globalization and Complexity intermingled to yield results in education. I believe this is a very innovative proposal since this concepts do not tend to be reviewed side by side. However, the author promised (as part of his methodology) to review bibliographical sources descriptively before putting forward his proposal. He does not deliver because he mixes reviews with personal proposals. So I believe the paper can improve if the discussion is based upon prior the bibliography and then the author's proposals are clearly stated in a separated section or even as part of the conclusions.