The Historian's Craft: Global Christianities
University of Wisconsin-Madison
HISTORY 201: fall 2023, 3 credits

Nongenile Masithathu Zenani, Sotho (South Africa), ca. 1970. While South Africa's youth revolted against apartheid, their intellectual foundations were sustained by a powerful moral imaginary grounded in the oral tradition. To understand global Christianity, we must look beyond institutions and teachings to lived experience. Photo by Harold Scheub, copyright University of Wisconsin Digital Collections.

MEETINGS (Students attend one, as registered):
Group A (201-015): Mondays, 8:50-10:45 (5257 Humanities)
Group B (201-014): Wednesdays, 8:50-10:45 (5257 Humanities)

INSTRUCTOR:
Paul Grant - pgrant@wisc.edu 5212 Humanities - Office hours: Fridays, 9-11 and by appointment

COURSE DESCRIPTION

This course is about how Christianity became a religion of the Global South (by midcentury half of all Christians will live in Africa), including an overview of how a cross-cultural process has also fundamentally remade the religion. Global Christianity is a geopolitical reality, but so much more—it is also a colorful mosaic of cultural creativity, a foundation for encountering the world, and more. It is both good and bad: some have used it to justify violence, while others have used it for resistance.

Canvas Course URL:
Monday: https://canvas.wisc.edu/courses/376195;
Wednesday: https://canvas.wisc.edu/courses/376196

This course in UW-Madison context:

Catalog Description. Conduct original historical research and convey the results to others. Through engagement with archival materials, become historical detectives; practice defining important historical questions, collecting and analyzing evidence, presenting original conclusions, and contributing to ongoing discussions. Confer individually with and receive feedback from instructors to improve skills of historical analysis and communication in both written and spoken formats. May not be repeated for credit.

Requisites. *Satisfied Communications A requirement. Not open to students with credit for History of Science 211.*

Course Designations and Attributes. *Gen Ed - Communication Part B; Breadth – Humanities; Level – Intermediate; L&S Credit - Counts as Liberal Arts and Science credit in L&S*

Instructional Modality. Live in classroom. Attendance required.

Credits. This is a 3-credit course. The credit standard is met by an expectation of a total of 135 hours of student engagement with the course's learning activities (at least 45 hours per credit), which include regularly scheduled instruction, student meeting times during my office hours, reading, writing, library excursions, and other student work as described in the syllabus.

LEARNING OUTCOMES

1. **Global Perspective**. Christianity is a world religion making universal claims while translated into many local contexts. Students will learn how to think through this dynamic, as it manifests in over the centuries and in specific cultures.
2. **Historiographical Thinking**. Through the lens of global Christianity, students will learn how to understand how historical scholarship has evolved in response to present-day needs, such as drawing increased attention to early Christian history in China, India, or Sub-Saharan Africa.
3. **Historical Research and Writing**. Students will be able to (1) critically read primary texts; (2) evaluate and formulate historical arguments on the basis of original source evidence, for the purpose of developing original research.
4. **Generative Artificial Intelligence**. Students will explore the use of AI in historical research, both for what it has to offer as a tool and for its potential challenges.
5. **Peer Review.** Students will learn about the peer review process, including writing and receiving feedback and revising their work.
6. **Cross-Cultural Thinking**. This includes a growing capacity to (1) understand human experience in its global, historical contexts; (2) interpret contemporary events, discussions, and assumptions in light of the complexity of the past, and (3) learn how to effectively understand others, despite differences.

REQUIRED TEXTS

1. Klaus Koschorke, Frieder Ludwig & Mariano Delgado (eds.), *A History of Christianity in Asia, Africa, and Latin America, 1450-1990: A Documentary Sourcebook* (Eerdmans, 2007)
2. Additional readings will be available on Canvas; these are indicated with an asterisk.

ASSIGNMENTS and GRADING SCALE

Grades are assigned on the basis of accumulation of points over the course of the term (up to 100; see below). In theory, each student could get an A (or could fail). For the most part, you accumulate points through short written work.

Grading scale:

Fewer than 60 points = F; 60-70 = D; 70-77 = C; 78-82 = BC; 83-87 = B; 88-92 = AB; 93 or greater = A

Student work is organized around three skills in the historian's toolkit: research and source analysis, historical writing and revision, and clear communication.

Research: Term paper of original historical research 31%

Components:

Two individual conferences with instructor (first ungraded, second 1%)	1%
Research proposal (paper copy due in class, week 6)	3%
Annotated bibliography (paper copy due in class, week 8)	2%
Complete draft (due on paper, week 11)	5%
Revised Final Draft (due on paper, week 14)	20%

Historical Writing: 32%

Components:

Research Logs: research exercises and write-up. Prompts in class. 4 x 2% = 8%

Evaluating Secondary Literature (ca. 750 words): 3 x 4% = 12%

1. Discussion of Vince Bantu: due week 3
2. Discussion of Lamin Sanneh: due week 5
3. Literature review for research paper: due week 10

Cross-Cultural Thinking (ca. 750 words): 3 x 4% = 12%

1. "Spirit Child" (Religious Encounter in Mexico): due week 4.
2. "Sheep and Python" (Religious Encounter in Colonial Africa): due week 8.
3. "Unchangeable" (Pentecostal Nollywood): due week 12.

Peer Review and Communication: 37%

Components:

Group Process:		9%
Self-introduction (video upload in Canvas): week 1	3%	
Debriefing (in class): week 14	3%	
Exit interview, exam week	3%	
Peer Review:		8%
Peer Review, research updates (week 10)	3%	
Overall value of participation and listening to peers	5%	

Public Speaking:			20%
Primary source analysis,	week 4	3%	
Prospectus presentation,	week 6	5%	
Research update,	week 9	5%	
Final research presentation,	week 13	7%	

Grading complaints

I entertain grading complaints, but I require live discussion. If you wish for me to reconsider a score, you must: 1) Submit a formal request to me (by email), and 2) come to discuss the issue in person, justifying your complaint substantially (as in: explaining your answer/argument). I can be quite generous, but this formality is part of your learning experience.

ASSIGNMENT DESCRIPTIONS:

Research
You will write a 10-page (2,500-3,500 word) research paper on an individual person or a theme or topic we have dealt with in the course. You will to discuss the topic with Dr. Grant at multiple stages throughout the semester.

To help you break down and prepare for this task, we will meet with librarians, we will workshop your findings; there will be a research proposal of 3 pages (750-800 words), a source list (bibliography), and a complete draft due ahead of the final submission. You will also present your interim findings to the class, and receive feedback and questions from your peers and instructor.

In the week 13 meeting, you will be asked to give a 7-10 minute presentation of your research. As in the Research Presentation, you will be graded on your ability to stick to the required time frame; the clarity and organization of your lecture and your ability to field questions concisely at the end.

Your complete draft will be turned in to Dr. Grant and shared with other students, so that you can get and respond to feedback on your work. This paper will be graded on the depth and breadth of your research, the clarity and importance of your argument, and the written execution of your narrative.
The final paper will be due on paper in the week 14 meeting.

Communication

This course satisfies the university's Comm B requirement and thus requires you to work on your skills in public speaking and communication. These come in four forms:

- Craft Writing: smaller exercises to develop your skill at clarity and elegance in communication will supplement your formal historical writing.
- Group process: part of your grade comes from your work at thoughtful interaction with your classmates, both written (peer reviews) and spoken (including thoughtful listening).
- Public speaking: each student will present multiple times before the class.
- Exit interviews. At the end of the term, each student will have an individual conversation with the instructor, ascertaining next steps, whether in historical research or career.

ADDITIONAL COURSE GUIDELINES

Microsoft. Your @wisc.edu email address comes with a rich suite of tools for academic writing. Students will be expected to use these (rather than Google or Apple), especially SharePoint, Word, and Teams.

Attendance. Aside from the unpredictable, students are expected to commit to full attendance and participation. To miss a single session is to miss an entire week. Students who miss more than two seminars will see a one-point reduction in their participation grade.

Generative Artificial Intelligence. This year is transitional in our academic experience with AI. For that reason, I expect open conversation about AI: with more practice and experience, the better our collective insights will become. Major breakthroughs in AI put an increased premium on user judgment. Artificial intelligence is potentially useful but is not without its risks, especially in its struggles with misleading information.

Thus: students are not required to create accounts with third party services, but are expected to work on their facility and discernment with AI as a writing tool whenever possible. At the same time, you must submit both AI-generated text, including whatever prompts you used, along with your own revised text for comparison.

History Lab. The History Lab is the Department of History's in-house writing center. Our graduate student staff offer expert, one-on-one advising on your History/History of Science projects, both in-person and virtually. No matter your stage in the writing process—choosing a topic, conducting research, composing a thesis, outlining your argument, or revising your drafts—the History Lab staff will help you sharpen your skills and become a more successful writer. Visit our website for instructions on how to schedule an appointment with a Lab TA, or to find tips, guides, and other resources for all of your writing assignments.

Academic Integrity. By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary sanctions include, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Late Work. All assignments are due on the day indicated below (sometimes on paper, and sometimes online). All work submitted late without prior arrangement will receive a five-point grade reduction each day (e.g., an 85% grade would become an 80% after one day late).

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COURSE SCHEDULE

K# = Koschorke document collection; # refers to document number.
* = Reading available on Canvas.

Week 1: The Big Picture
Wednesday Group: Sept. 6
Monday Group: Sept. 11

> Distributed and discussed in class: Todd Johnson, "Studying Christianity as a Global Phenomenon," *Overseas Ministry Study Center Occasional*, Dec. 12, 2022. https://omsc.ptsem.edu/studying-christianity-as-a-global-phenomenon/

Read (before next meeting):

Primary Sources:
*Selected New Testament passages
K1: India: St. Thomas Christians
K2: South Asia: Nestorians and Armenians
K3: Jews and Christians in China
K111: Sudan: traces of Nubian Christianity (1540)

Peer Reviewed:
Philip Jenkins, "Christianity Moves South." In Frans Wijsen and Robert Schreiter, eds. *Global Christianity: Contested Claims*. Amsterdam: BRILL, 2007.
https://ebookcentral.proquest.com/lib/wisc/reader.action?docID=556494

Present (by end of week):
Self-introduction (Video recording in Canvas)

Week 2: Primordial Globalization
Wednesday Group: Sept. 13
Monday Group: Sept. 18

Read:

Peer Reviewed:
1. Vince Bantu, *A Multitude of All Peoples: Engaging Ancient Christianity's Global Identity*, InterVarsity Press Academic, 72-118 (chapter 2).
https://ebookcentral.proquest.com/lib/wisc/detail.action?docID=6126860
2. Anicka Fast, "Biography as a Bridge within the Global Church," *Journal of African Christian Biography* Vol. 7, No. 2/3 (April-July 2022). https://dacb.org/resources/journal/7--2-3/7--2-3-JACB-ap-jul2022-ejournal.pdf

Week 3: Translation
Wednesday Group: Sept. 20
Monday Group: Sept. 25

In-Class Work:
Individual research paper conference #1 (ungraded)

Read:

Primary Sources:
K14b Jesuits on Filipino indigenous religion (1604)
K16: India: Mass conversion of the Paravas (1535-1538)
K108: Sahel: Leo Africanus on Africa (1526)
K110: Ethiopia: recognition of Egypt's Coptic Patriarch (1540)

Peer Reviewed:
*Lamin Sanneh, *Translating the Message: The Missionary Impact on Culture*. New York: Orbis Books, 2009, chapter 2 (pages 56-96).

Write:

Evaluating Scholarship #1: Vince Bantu (hard copy due class, Sept. 20/25)
Research Log #1: Reading Notes + OneDrive (SharePoint links emailed to Dr. Grant by 9/26)

Week 4: Re/Conquista
Wednesday Group: Sept. 27
Monday Group: Oct. 2

In-Class Work:
Individual research paper conference #2 (graded)
Reading *Spirit Child*

Present:
Analyze a document from the Koschorke collection (sign up during week three) (oral and chalkboard)

Read:

Primary Sources:
*Huejotzingo (Mexico) Council letter to Spanish King
*Bernardino de Sahagún (editor), "Spirit Child" (the nativity, in Nahuatl)
K219: Hispaniola: On the religion of the Tainos (1498)
K226: Pope Paul III on the Humanity of the Indians (1537)
K235: Mexico: Religious Dialogue between Aztecs and Franciscans (1524)
K236: Mexico: Sahagún on the Rehabilitation of the Aztec Culture (1577)
K241: Peru: Monasteries, Hospitals, and the University in Lima (1629)
K242: Mexico: The cult of the Virgin of Guadalupe (1649)

Peer Reviewed:
Yanna Yannakakis, "Native Christianity and Communal Justice in Colonial Mexico: An Ambivalent History," in Arun H. Jones (ed.), *Christian Interculture: Texts and Voices from Colonial and Postcolonial Worlds*. University Park: Penn State University Press, 2021. https://muse-jhu-edu.ezproxy.library.wisc.edu/book/82339

Write:
Cross-Cultural Thinking #1: Spirit Child (essay, due in Canvas, 10/8)

Week 5: Close Encounters
Wednesday Group: October 4
Monday Group: October 9

In-Class Work:
Reading and Discussing Wendy Belcher on Walatta-Petros

Read:

Primary Sources:
*Galawdewos, *The Life of Walatta Petros* (excerpts)

K121: Angola: Congo King complains about unfit priests (1514)
K122: Angola: Congo King complains about slave trade (1526)
K10: Jesuits in India (1542)
K11: Jesuits in Moluccas (1548)
K12: Jesuits in Japan (1548-9)
K13: Jesuit plans for China (1552)
K132: Benin: The King of Warri to the Pope (1652)
K250: Paraguay: Jesuit Reductions (1629-1630)

K251: Paraguay: Everyday Life in the Reductions (1697)

Peer Reviewed:
Haruko Nawata Ward, "In Search of Kirishitan Women: Martyrs' Voices in the Early Modern Jesuit Mission Literature in Japan," in Arun H. Jones (ed.), *Christian Interculture: Texts and Voices from Colonial and Postcolonial Worlds*. University Park: Penn State University Press, 2021. https://muse-jhu-edu.ezproxy.library.wisc.edu/book/82339

Write:

Research Log #2: Artificial intelligence for preliminary research planning
Evaluating Scholarship #2: Lamin Sanneh (due in Canvas, 10/15)
Research Proposal due in class next week (Oct. 11/16)

Week 6: Afro-Atlantic Christianities
Wednesday Group: October 11
Monday Group: October 16

Present:
Present your research proposal (oral only, no PowerPoint)

Read:

Primary Sources
*Olaudah Equiano, *Interesting Narrative*, excerpts
K255: Brazil: African protests in Rome (1684 and 1686)
K256: West Indies: Jean Labat on African slave religion (ca. 1700)
K267: Cuba: Afro-Caribbean religion (ca. 1880)

View:

Henry Louis Gates, Jr. *The Black Church* (episode 1), PBS, 2021.
https://search.library.wisc.edu/catalog/9913218875802121/online

Week 7: Memorial Library
Wednesday Group: October 18
Monday Group: October 23

In-class work: International Missionary Photography Archive, with Paul Jenkins, "Reading an Image in the Other Context: A Visual Essay," https://crcc.usc.edu/reading-an-image-in-the-other-context-a-visual-essay/

Read:

Primary Sources:
*Olaudah Equiano, open letter to James Tobin
K148: Sierra Leone: Freed Slaves from Canada (1792)
K260: Peru: Uprising of Túpac Amaru II (1780-1781)
K33: Korea: autonomously founded Christian communities (1789-1796)
K272: Peru: A. von Humboldt on Indian Religiosity in the Andes (1801)

Write:

Research Log #3: Memorial Library exercise (due in Canvas, 10/29)

Week 8: Receiving, Rejecting, Reformulating

Wednesday Group: October 25
Monday Group: October 30

Read:

Primary Sources:
*The tale of sheep and python's shining stone (Nigeria, 1906)
*excerpt on the *Osu* from Chinua Achebe's *Things Fall Apart*
K164: Uganda: Christians at the Buganda Royal Court (1869-1890)

Write:

Annotated Bibliography for Research Paper: hard copy due in class
Cross-Cultural Thinking #2: Sheep and the Shining Stone (due in Canvas, 11/5)

Week 9: Imperialism
Wednesday Group: November 1
Monday Group: November 6

Present:

Research updates, including paper handouts

Read:

Primary Sources:
*David Livingstone, "Civilization, Commerce, and Christianity"
*excerpt on the *Osu* from Chinua Achebe's *No Longer at Ease*
K55: China: Forced Missionary Protectorate (1842 and 1860)
K56: Japan: Gradual Steps toward Legality (1848-1878)
K167a-g: Scramble for Africa
K168a-b: African Christians and imperial wars
K169a-b: African Christians and adaptation of European ideas

Write:

Peer Comments on others' research updates (in SharePoint, due Sunday after class)
Research Log #4: analyzing your main or best primary source (hard copy due in class, week 10)

Week 10: Research Workshopping
Wednesday Group: November 8 (class ends early, at 10:30)
Monday Group: November 13

In-Class Writing: BRING A COMPUTER TO CLASS!

Titles and Abstracts; AI fact-checking

Read:

*Madhav Sadashiv Golwalkar, *We* (1938, excerpts)
K91: North Korea: Kim Il Sung on the Sermon on the Mount
K94: Burma: Buddhist Nationalism and the Churches
K209: Steve Biko: Black Consciousness (1973)
K210: Manas Buthelezi: Black Theology (1973)
K82: Gandhi on Christian Conversion (1920)

Write:

Evaluating Scholarship #3: Discussing your main secondary source or sources

NOTE: Complete Research Paper draft due next week in class (Nov. 15/20)

Week 11: The Supernatural Returns
Wednesday Group: November 15
Monday Group: November 20
NOTE: NO CLASS WEDNESDAY, 11/22 (THANKSGIVING)

Write:
Complete Research Paper draft due in class (Nov. 15/20) (hard copy + .docx file in SharePoint)

In-Class Work:
*Grace Iwhere (Nigeria), *My Initiation into the Water Spirit World* (1990s, excerpts)
K286: Brazil: Beginnings of the Pentecostal Movement (1911)

Screening Nollywood (Nigeria) Pentecostal Music Videos

Week 12: Migrants and Refugees
Monday Group: November 27
Wednesday Group: November 29

Write:
Cross-Cultural Thinking #3: Pentecostalism in Nollywood (video responses due 12/3 in Canvas, including scripts)

Week 13: Symposium
Monday Group: December 4
Wednesday Group: December 6

Present:
Final research presentations, including PowerPoint

Write:
Research paper: final draft due in class next week (12/11 and 13): (hard copy + .docx file in SharePoint)

Week 14: Mapping Your Next Steps
Monday Group: December 11
Wednesday Group: December 13

In-Class Work: Group debriefing (graded)

EXAM WEEK (No exam)

Exit Interviews (individually, with Dr. Grant) (graded)