

## HIS 100

### Global Reformations

Grinnell College, Fall 2019

MW @ 1:00-2:20 p.m., HSSC N2112

### Syllabus subject to change

Professor Catherine Chou ([choucath@grinnell.edu](mailto:choucath@grinnell.edu))

Office Hours: TTH @ 1:30-3:30 p.m., or by appointment, Mears Cottage 211

### Course Description and Objectives

The department's History 100 course is designed to achieve two main goals: first, to provide an introduction to the purposes and principles of history as an academic discipline; and second, to model how historical research and writing works in practice through the in-depth study of a particular topic. This section of History 100 is built around two main questions (or paradoxes):

1. Why did a set of obscure theological debates between a small group of European Christians in the sixteenth century lead to the transformation of Christianity into a truly global religion, implicated in the development of capitalism and colonialism and in the 'great divergence' between East and West?
2. Why did a movement that was grounded in an impulse towards purification and uniformity instead end up creating and reinforcing a great diversity of Christian beliefs and practices, adapted to new local contexts and negotiated between Europeans and non-Europeans alike?

We begin with a unit on historiography, exploring how and why scholarly understandings of the past do not remain static but rather evolve and build on, contradict, and move past one another. We do this by examining how newer, globalized understandings of 'the Reformation' have challenged our understanding of the nature and significance of what was once presented as a largely Eurocentric phenomenon. In the latter parts of the course, we engage with both cutting-edge research and translated, edited, and 'original' primary sources about the impact of Catholic missions in the Americas, Africa, and Asia, as well as Protestant colonial ventures in the Atlantic World. We explore how historians gather, contextualize, and interpret varieties of evidence and use this research to build arguments that advance the state of the field.

### Required Books and Readings

(Available at Pioneer Bookstore and on reserve at Burling Library – ask a librarian for assistance!)

1. John Arnold, *History: A Very Short Introduction* (Oxford: Oxford University Press, 2000)
2. Shusaku Endo, *Silence* (New York: Picador Classics, 2016)

Course packet readings available online via P-web; **print the week's readings and bring to class (this counts towards your participation grade!)**

## **Assignments and Grading Breakdown**

Participation (**including daily analysis of readings**): 15%

Short analysis of Arnold: ungraded (**due 09/05**)

Historiographical essay: 15% (**draft due 09/26, final 10/04**)

1000-word response paper: 15% (**draft due 10/17, final 10/25**)

Scaffolding assignment #1 for final project: 10% (**due 11/14**)

Scaffolding assignment #2 for final project: 10% (**due 11/26**)

Annotated bibliography: 30% (**due 12/18**)

Oral presentation: 5%

Scale for individual assignments:

A: 97%      B: 85%      C: 75%

A-: 91%      B-: 81%      D: 62%

B+: 88%      C+: 78%      F: 50%

Scale for final grades:

A: 95%+      B: 84-86%      C: 70%-76%

A-: 90-94%      B-: 80-83%      D: 60-69%

B+: 87-90%      C+: 77-80%      F: Below 60%

## **Attendance and Participation: 15%**

Your success in this course will depend on your willingness to engage thoughtfully with the material and each other, in your conversation and your note-taking. We will learn a great deal from one another if we come to class prepared, with open minds, ready to contribute and to take intellectual risks. Together, we will practice developing incisive questions, identifying significant passages, tracing common themes, providing evidentiary support for scholarly arguments, and responding productively to disagreements and critiques.

For every class please come prepared with:

1. Hard copies of the readings
2. Daily Analysis (collected and graded at random)
  - **For secondary sources, identify:** 1) The questions being addressed; 2) the author's main arguments; 3) how the author positions themselves in relationship to the extant scholarship; 4) how they substantiate their arguments (including the kinds of evidence they draw on); 5) an analytical question of your own about the text
  - **For primary sources, write a 250- to 300-word paragraph consisting of:** 1) an analytical question about the reading; 2) a thesis/topic sentence; 3) support for your argument drawn from the sources

Additional ground rules for class:

1. Initial meeting with Instructor – Please sign up here (<https://doodle.com/poll/ge5ektsms4z xu6cf>) for a meeting with me (Mears 211) during weeks 1-2. This is so I can get to better know you and your goals for the class!
2. No laptops/phones (with certain exceptions)
3. Check the class Google Doc: I will post pointers for the reading and questions to consider on a Google Doc before each class here: <https://docs.google.com/document/d/17x4dtrpaKE-FGPCrSUEmda2RESI2ZTiHI9hjr4j5PBg/edit?usp=sharing>

4. Attendance – You are allowed two excused absences for any reason, without penalty, as long as you notify me ahead of time. **Subsequent absences or late arrivals must be approved by Student Services, Athletics Department, Chaplain, etc., or they will count against your total grade (2% each).** Coming to class every day is the absolute best way you can succeed in the course.

### **300-word analysis of a significant passage from Arnold's *History: A Very Short Introduction* – Due 09/05**

This first assignment is ungraded but intended to give you a sense of how to write effective daily reading responses (which you will use to produce every subsequent assignment in the class). Choose what you consider to be a significant passage from John Arnold's *History* and design an analytical question around it. In turn, consider how this passage helps you to answer this question and to illuminate what Arnold is trying to accomplish in his book more broadly.

**All the writing you produce for this class should be footnoted in Chicago-style format. For more information on footnoting, see: <https://owl.english.purdue.edu/owl/resource/717/03/>**

### **Historiography Essay – 15% - Draft due 09/27 – Final Due 10/04**

For our first graded assignment, you will write a 1200-word essay analyzing the major shifts in the scholarship on the Reformation, from Holborn to Johnson. You will submit an outline a week in advance of the deadline. Then, based on feedback from me (and a writing tutor), please revise and complete the paper. A good historiographical essay will help your readers understand the development of a particular field of study, identifying the way that different scholars have framed and approached the topic over time. It will also examine the ways that these historians have interacted with, challenged, or expanded upon one another's work. Finally, the best essays will offer an argument about what is at stake in these different stories about the Reformation – why it matters which stories we tell about this period and why.

### **1000-word Response Paper – 15% - Draft due 10/17 – Final Due 10/25**

For our units on the Catholic reformation in the Americas or Africa, you will write a 1000-word essay building on our primary and secondary readings, your daily analyses, and our class discussions. You will design your own analytical question and argument and submit an outline a week in advance of the deadline. Then, based on feedback from me (and potentially a writing tutor), please revise and complete the paper.

### **Annotated Bibliography (30% - Due 12/18 ) and Scaffolding Assignments (10% each – Due 11/14 & 11/28)**

Our culminating project for the course is an annotated bibliography. Choose any subject related to the course material that intrigues you. The final bibliography will consist of a 750-word introduction, offering an overview of the historiography and resources available on the subject; five foundational secondary sources, arranged in order of how the scholarly conversation has unfolded, each annotated with a 250-word paragraph summarizing the main approaches and arguments and relating the sources back to one another; and five significant primary sources, each annotated with a 250-word paragraph offering a contextual introduction, potential ways of reading the source, and what it reveals about how best to approach your overall topic.

To assist you with completing this ambitious project, there are two 'scaffolding' assignments due along the way. We will practice essential research skills and work together on identifying and locating appropriate

sources. In the first scaffolding assignment, you will select a topic and locate and annotate two secondary sources, paying particular attention to how they relate and respond to one another. In the second scaffolding assignment, you will choose, excerpt, and annotate two primary sources, putting them in conversation with the secondary sources you have located to make a case for how they should be read and utilized by other scholars.

### **Oral Presentations – 5% (Last day of class or Exam Week)**

This is your chance to share your research with your classmates and to make a case for the vitality and continuing significance of your chosen historical topic. We will reserve the last class session and the exam period for the presentations.

### **Late Assignment Policy**

Every student is entitled to two 24-hour grace periods to use on the 1000-word response papers, exams, or final project. You must notify me if you plan to take an extension (but do not have to give a reason – life happens!) Once you have used your grace periods, late assignments will be docked by 1/3 of a grade each day.

### **Honor Code**

Please familiarize yourself with the Grinnell Student Handbook honesty policies and abide by them.

### **Accommodations**

If you have any documented needs that require accommodation, please do not hesitate to let me know. More details: <https://www.grinnell.edu/about/offices-services/accessibility-disability/disability-services>

### **Readings and Topics**

#### **Week Two**

#### **Monday, September 2<sup>nd</sup> – What is History? What is Historiography?**

John Arnold, *History: A Very Short Introduction* – Chapters 1-3

#### **Wednesday, September 4<sup>th</sup>**

John Arnold, *History: A Very Short Introduction* – Chapters 4-7

Erin Bartram, 'What is Revisionist History?' *Contingent Magazine*,

<http://contingentmagazine.org/2019/08/08/mailbag-august-8-2019/>

**300-word analysis of a significant passage of Arnold's *History* due by Thursday, September 5<sup>th</sup> at 11:59 p.m.**

#### **Week Three**

#### **Monday, September 9<sup>th</sup> – What is Reformation? Moving from Eurocentric to Global Historiographies**

1. Hajo Holborn, *History of Modern Germany, Volume 1: The Reformation* (New Haven: Yale University Press, 1959)
2. Lucas Cranach, *Passional Christi und Antichristi* (1521)
3. Lucas Cranach, *Stadtkirche Wittenberg Altarpiece* (1547)

4. Anonymous, 'Martin Luther and Jan Hus' (2<sup>nd</sup> half of the 16<sup>th</sup> century)

**Wednesday, September 11<sup>th</sup> – What is Reformation? Moving from Eurocentric to Global Historiographies**

1. A.G. Dickens, *The English Reformation* (New York: Schocken Books, 1964)
2. Frontispiece of 'The Great Bible' (1539)
3. 'The Candle is Lighted, We Cannot Blow it Out' (1630s?)

**Week Four**

**Monday, September 16<sup>th</sup> – What is Reformation? Moving from Eurocentric to Global Historiographies**

1. John Bossy, 'The Counter-Reformation and the People of Catholic Europe', *Past and Present*, vol. 47 (1970), p. 51-70
2. Johannes Cochlaeus, 'Luther as a Seven-Headed Monster' (1529)

**Wednesday, September 18<sup>th</sup> – What is Reformation? Moving from Eurocentric to Global Historiographies**

1. Nicholas Terpstra, *Religious Refugees in the Early Modern World: An Alternative History of the Reformation* (Cambridge: Cambridge University Press, 2015)

**Week Five**

**Monday, September 23<sup>rd</sup> – What is Reformation? Moving from Eurocentric to Global Historiographies**

1. Carina Johnson, *Cultural Hierarchy in Sixteenth-Century Europe: The Ottomans and Mexicans*
2. Dionysius of Cologne, on the Anabaptist kingdom at Munster (1535)
3. Martin Luther, 'Lord, Keep us Steadfast in Your Word' (1542)

**Wednesday, September 25<sup>th</sup> – Launching the Global Catholic Reformation**

1. Luke Clossey, *Salvation and Globalization in the Early Jesuit Missions* (Cambridge: Cambridge University Press, 2008)

**Draft for historiography essay due by Thursday, September 26<sup>th</sup> at 11:59 p.m.**

**Week Six**

**Monday, September 30<sup>th</sup> – Catholicism and Colonialism: The Case of the Americas**

1. Osvaldo F. Pardo, *The Origins of Mexican Catholicism: Nahuatl rituals and Christian Sacraments in Sixteenth-Century Mexico* (Ann Arbor, MI: University of Michigan Press, 2006)

**Wednesday, October 2<sup>nd</sup> – Catholicism and Colonialism: The Case of the Americas**

1. Ryan Dominic Crewe, *The Mexican Mission: Indigenous Reconstruction and Mendicant Enterprise in New Spain, 1521-1600* (Cambridge: Cambridge University Press, 2019)
2. Primary source appendices from Jonathan Truitt, *Sustaining the Divine in Mexico Tenochtitlan: Nahuas and Catholicism, 1523-1700* (Norman, OK: University of Oklahoma Press, 2018)

**Historiography essay due by Friday, October 4<sup>th</sup> at 11:59 p.m.**

## Week Seven

### **Monday, October 7<sup>th</sup> – Competing Christianities: The Catholic Reformation in African Christian Societies**

1. Primary source selections from Wendy Laura Belcher, ed. *The Jesuits in Ethiopia (1609-1641): Latin Letters in Translation* (Wiesbaden: Harrassowitz Verlag, 2017)

### **Wednesday, October 9<sup>th</sup> – Competing Christianities: The Catholic Reformation in African Christian Societies**

1. *The Life and Struggles of Our Mother Walatta Petros: A Seventeenth-Century African Biography of an Ethiopian Woman*, ed. Wendy L. Belcher (Princeton: Princeton University Press, 2015)

## Week Eight

### **Monday, October 14<sup>th</sup> – Competing Christianities: The Catholic Reformation in African Christian Societies**

1. Cecile Fromont, 'By the Sword and the Cross: Power and Faith in the Arts of the Christian Kongo', in *Kongo Across the Waters*, ed. Susan Cooksey, et al (Gainesville, FL: University Press of Florida, 2013)
2. Selections from *The Portuguese in West Africa, 1415-1670: A Documentary History*, ed. Malin Newitt (Cambridge: Cambridge University Press, 2010)

### **Wednesday, October 16<sup>th</sup> – Competing Christianities: The Catholic Reformation in African Christian Societies**

1. John Thornton, *The Kongoese Saint Anthony: Dona Beatriz Kimpa Vita and the Antonian Movement, 1684-1706* (Cambridge University Press, 1998)

**Draft for 1000-word response paper due by Thursday, October 17<sup>th</sup> at 11:59 p.m.**

Fall Break! :)

## Week Nine

### **Monday, October 28<sup>th</sup> – What is History?**

1. 'A Midwife's Tale', dir. Richard Rogers, 1997 (90 min.) Watch the film on any campus-networked computer here: <https://grinnell.kanopy.com/video/american-experience-midwife-s-tale>
2. Cameron Blevins, 'Review: A Midwife's Tale', <http://www.cameronblevins.org/posts/review-a-midwifes-tale/>

### **Wednesday, October 30<sup>th</sup> – Catholicism in East Asia: Confluence, Coexistence, and Conflict**

1. Introductory material from R. Po-chia Hsia, *Matteo Ricci and the Catholic Mission to China, 1583-1610: A Short History with Documents* (Indianapolis, IN: Hackett Publishing, 2016)
2. Matteo Ricci, *The True Meaning of the Lord of Heaven* (1603)

**1000-word Reading Response due by Friday, October 25<sup>th</sup> at 11:59 p.m.**

## Week Ten

### **Monday, November 4<sup>th</sup> – Visit to Burling (launching the annotated bibliography)**

### **Wednesday, November 6<sup>th</sup> – Catholicism in East Asia: Confluence, Coexistence, and Conflict**

1. Nadine Amsler, *Jesuits and Matriarchs: Domestic Worship in Early Modern China* (Seattle: University of Washington Press, 2018)

### Week Eleven

#### **Monday, November 11<sup>th</sup> – Catholicism in East Asia: Confluence, Coexistence, and Conflict**

1. Richard Bowring, *In Search of the Way: Thought and Religion in Early Modern Japan, 1582-1860* (Oxford: Oxford University Press, 2016)
2. Shusaku Endo, *Silence* (New York: Picador Classics, 2016)

#### **Wednesday, November 13<sup>th</sup> – Catholicism in East Asia: Confluence, Coexistence, and Conflict**

1. Shusaku Endo, *Silence* (New York: Picador Classics, 2016)

**Scaffolding Assignment #1 for Annotated Bibliography due by Thursday, November 14<sup>th</sup> at 11:59 p.m.**

### Week Twelve

#### **Monday, November 18<sup>th</sup> – The Protestant Reformation and Religious Toleration in the ‘New World’**

1. William Penn, Letter to John Harrison (August 1681)
2. William Penn?, ‘The Fundamental Constitutions of Pennsylvania’ (1681-2)
3. William Penn, ‘The Frame of the Government of the Province of Pennsylvania in America’ (1682)

#### **Wednesday, November 20<sup>th</sup> – The Protestant Reformation and Religious Toleration in the ‘New World’**

1. Chris Beneke, *Beyond Toleration: The Religious Origins of American Pluralism* (Oxford: Oxford University Press, 2009)

### Week Thirteen

#### **Monday, November 25<sup>th</sup> – Visit to Special Collections**

#### **Wednesday, November 27<sup>th</sup> – Protestantism and the Invention of Race in the Atlantic World**

1. Colin Kidd, *The Forging of Races: Race and Scripture in the Protestant Atlantic World, 1600-2000* (Cambridge: Cambridge University Press, 2006)

**Scaffolding Assignment #2 for Annotated Bibliography due by Tuesday, November 26<sup>th</sup> at 11:59 p.m.**

### Week Fourteen

#### **Monday, December 2<sup>nd</sup> – Protestantism and the Invention of Race in the Atlantic World**

1. Edward Andrews, *Native Apostles: Black and Indian Missionaries in the British Atlantic World* (Cambridge, MA: Harvard University Press, 2013)

#### **Wednesday, December 4<sup>th</sup> – ‘The Reformation’ in Comparative Perspective**

1. Merry Weisner-Hanks, ‘Comparisons and Consequences in Global Perspective, 1500-1750’, in *The Oxford Handbook of The Protestant Reformations*, ed. Ulinka Rublack (Oxford: Oxford University Press, 2017)

**Week Fifteen**

**Monday, December 9<sup>th</sup> – Presentations for Annotated Bibliographies**

**Wednesday, December 11<sup>th</sup> – Presentations for Annotated Bibliographies**

**Exam Week**

**Final Exam Period – Presentations for Annotated Bibliographies**

**Annotated Bibliography due Wednesday, December 18<sup>th</sup> by 11:59 p.m.**