

## **HIS 100**

### **Global Reformations**

Grinnell College, Fall 2 2020 (October 29<sup>th</sup>-December 22<sup>nd</sup>)

M-F @ 7:00-8:50 p.m. CST

<https://grinnellcollege.webex.com/grinnellcollege/j.php?MTID=ma666b74c432cdc117c8f269bfc04690a>

### **Syllabus subject to change**

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

Office Hours: M-F 9:00-10:00 p.m. CST

### **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 emerged from an impulse towards purification and uniformity end up instead 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 it to build convincing arguments that advance the state of the field.

### **(Optional) Textbook and (Required) Novel**

Textbook: Andrew Pettegree, ed. *Reformation World* (Routledge, 2000) - available through Pioneer Bookstore

Novel: Shusaku Endo, *Silence* (Vintage, 2016) ISBN: 978-1250082244 – please buy exact edition

<https://bookshop.org/books/silence-9781250082244/9781250082244>

Week 1: October 29<sup>th</sup>-November 4<sup>th</sup>  
 Week 2: November 5<sup>th</sup>-November 11<sup>th</sup>  
 Week 3: November 12<sup>th</sup>-November 18<sup>th</sup>  
 Week 4: November 19<sup>th</sup>-November 25<sup>th</sup>  
 Thanksgiving Break – November 26<sup>th</sup>  
 Week 5: November 27<sup>th</sup>-December 2<sup>nd</sup>  
 Week 6: December 3<sup>rd</sup>-December 9<sup>th</sup>  
 Week 7: December 10<sup>th</sup>-December 17<sup>th</sup>  
 Week 7.5 (finals period): December 18<sup>th</sup>-December 22<sup>nd</sup>

**Assignments and Grading Breakdown**

Participation: 20%, including daily analyses of class readings and early bibliography scaffolding  
 Scaffolding assignments for final project: 15% each

#1 (due 11/14)

#2 (due 11/22)

#3 (due 12/10)

Annotated bibliography: 35% (due 12/21)

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: 20%**

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 each synchronous class session, please answer the questions posted on the class Google Doc:

[https://docs.google.com/document/d/1CUXG\\_nBrI\\_ChtBv5BY7\\_75iU7pMFhzLvD\\_oPKFSPMhk/edit?usp=sharing](https://docs.google.com/document/d/1CUXG_nBrI_ChtBv5BY7_75iU7pMFhzLvD_oPKFSPMhk/edit?usp=sharing)

Additional ground rules for class:

1. Initial meeting with Instructor – Please sign up here (<https://doodle.com/poll/2svsreysbma8s8h6>) for an informal, small-group discussion with me before the start of the semester (up to four people can sign up for the same meeting slot).
2. Attendance – You are allowed one excused absence for any synchronous class session without penalty, as long as you notify me ahead of time. To save time for the final project, we will only have readings and discussions for Weeks 1-5. Therefore, it is very important that you attend each session.

## **Annotated Bibliography (30% - Due 12/21 ) and Scaffolding (15% each – Due 11/14 & 11/22 & 12/10)**

Our culminating project for the course is an annotated bibliography. Choose any subject related to the course material that especially 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 also annotated with a 250-word paragraph offering a contextual introduction with potential ways of reading the source and what it might reveal about how best to approach your overall topic.

To assist you with completing this ambitious project, there are three ‘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.

**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/>**

### **Late Assignment Policy**

Every student is entitled to two 24-hour grace periods to use on the scaffolding assignments for the 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 One**

**Thursday, October 29<sup>th</sup> – What is History? What is Historiography?**

1. Erin Bartram, “What is Revisionist History?”, *Contingent Magazine*, August 2019 (<https://contingentmagazine.org/2019/08/08/mailbag-august-8-2019/>)

2. Adam Serwer, "The Fight Over the 1619 Project is Not About the Facts", *The Atlantic*, December 2019 (<https://www.theatlantic.com/ideas/archive/2019/12/historians-clash-1619-project/604093/>)
3. Nicholas Guyatt, "1619, Revisited", *New York Times*, October 19, 2020 (<https://www.nytimes.com/2020/10/19/opinion/1619-nikole-hannah-jones-bret-stephens.html>)

#### **Friday, October 30<sup>th</sup> – What is Reformation?**

1. G.R. Elton, Chapters 1 and 2, on Luther and Charles V, in *Reformation Europe, 1517-1559* (Oxford: Blackwell, 1999), p. 15-52

#### **Monday, November 2<sup>nd</sup> – What is Reformation?**

1. A.G. Dickens, Preface, Chapter 5 'Erastianism and Anticlericalism', and Chapter 6 'Statutes and Bibles: The Henrician Reformation', in *The English Reformation* (New York: Schocken Books, 1964)

#### **Tuesday, November 3<sup>rd</sup> – Election Day, No Class**

#### **Wednesday, November 4<sup>th</sup> – What is Reformation?**

1. Geoffrey Parker, 'Success and Failure in the First Century of the Reformation', in *Past and Present*, vol. 136, no. 1 (August 1992), p. 43-82 (<https://www.istor.org/stable/pdf/650901.pdf>)

### **Week Two**

#### **Thursday, November 5<sup>th</sup> – Launching the Global Catholic Reformation**

1. Nicholas Terpstra, Introduction and Chapter 2, 'Purifying the Body', in *Religious Refugees in the Early Modern World: An Alternative History of the Reformation* (Cambridge: Cambridge University Press, 2015)

#### **Friday, November 6<sup>th</sup> – Small-group/Whole-group Discussion on Reformation Historiography**

- **Everyone signs on at 7 p.m. for a 90-minute session to review historiography assignment**

#### **Monday, November 9<sup>th</sup> – Launching the Global Catholic Reformation**

1. Carina Johnson, Chapter 2, "Iberia after Convivencia?" in *Cultural Hierarchy in Sixteenth-Century Europe: The Ottomans and Mexicans* (Cambridge: Cambridge University Press, 2011)

#### **Tuesday, November 10<sup>th</sup> – Catholicism and Colonialism: The Case of the Americas**

1. Ryan Dominic Crewe, Chapter 3, "The Staff, the Lash, and the Trumpet", in *The Mexican Mission: Indigenous Reconstruction and Mendicant Enterprise in New Spain, 1521-1600* (Cambridge: Cambridge University Press, 2019)

#### **Wednesday, November 11<sup>th</sup> – Catholicism and Colonialism: The Case of the Americas**

1. Primary source selections, from Jonathan Truitt, *Sustaining the Divine in Mexico Tenochtitlan: Nahuas and Catholicism, 1523-1700* (Norman, OK: University of Oklahoma Press, 2018)

### Week Three

#### **Thursday, November 12<sup>th</sup> – Competing Christianities: Catholic Reformation in African Christian Societies**

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

#### **Friday, November 13<sup>th</sup> – Competing Christianities: 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

#### **Saturday, November 14<sup>th</sup> – Scaffolding assignment #1 due by midnight**

#### **Monday, November 16<sup>th</sup> – Meetings to review Assignment #1**

#### **Tuesday, November 17<sup>th</sup> – Competing Christianities: Catholic Reformation in African Christian Societies**

1. Cecile Fromont, Chapter 1, “Sangamentos Performing the Advent of Kongo Christianity”, in *The Art of Conversion: Christian Visual Culture in the Kingdom of Kongo* (Durham, NC: University of North Carolina Press, 2014)

#### **Wednesday, November 18<sup>th</sup> – Competing Christianities: Catholic Reformation in African Christian Societies**

1. John Thornton, Chapter 1, “A Land in Turmoil”, *The Kongoese Saint Anthony: Dona Beatriz Kimpa Vita and the Antonian Movement, 1684-1706*

### Week Four

#### **Thursday, November 19<sup>th</sup> – Catholicism in East Asia: Confluence, Coexistence, and Conflict**

1. Nadine Amsler, Chapters 1 and 6 “Clothes Make the Man” and “Domestic Communities: Women’s Congregations and Communal Piety”, *Sojourners in a Strange Land: Jesuits and their Scientific Missions in Late Imperial China* (Seattle: University of Washington Press, 2018)

#### **Friday, November 20<sup>th</sup> – Catholicism in East Asia: Confluence, Coexistence, and Conflict**

1. R. Po-chia Hsia, Introduction, *Matteo Ricci and the Catholic Mission to China, 1583-1610*
2. Matteo Ricci, *True Meaning of the Lord of Heaven* (excerpts), 1603

#### **Sunday, November 22<sup>nd</sup> – Scaffolding assignment #2 due**

#### **Monday, November 23<sup>rd</sup> – Catholicism in East Asia: Confluence, Coexistence, and Conflict**

1. Richard Bowring, Chapter 2, “The Fate of Christianity”, in *In Search of the Way: Thought and Religion in Early Modern Japan, 1582-1860* (Oxford: Oxford University Press, 2017)

#### **Tuesday, November 24<sup>th</sup> – Meetings to review Assignment #2**

- Everyone signs on at 7 p.m. for a 90-minute session to review Scaffolding Assignment #2

**Wednesday, November 25<sup>th</sup> – Meetings to review Assignment #2**

**Week Five**

**Thursday, November 26<sup>th</sup> – Thanksgiving Break**

**Friday, November 27<sup>th</sup> – No class**

**Monday, November 30<sup>th</sup> – Catholicism in East Asia: Confluence, Coexistence, and Conflict**

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

**Tuesday, December 1<sup>st</sup> – Protestantism and the Invention of Race in the Atlantic World**

1. Katharin Gerbner, Chapter 1, “Christian Slaves in the Atlantic World”, in *Christian Slavery: Conversion and Race in the Protestant Atlantic World* (Philadelphia: University of Pennsylvania Press, 2018)

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

1. Edward Andrews, Chapter 3, “Slave Preachers and Indian Separatism”, in *Native Apostles: Black and Indian Missionaries in the British Atlantic World* (Cambridge, MA: Harvard University Press, 2013)

**Week Six**

**Thursday, December 3<sup>rd</sup> – Meetings for Annotated Bibliography**

**Friday, December 4<sup>th</sup> – Meetings for Annotated Bibliography**

**Monday, December 7<sup>th</sup> – Communal work time and office hours**

**Tuesday, December 8<sup>th</sup> – Communal work time and office hours**

**Wednesday, December 9<sup>th</sup> – Peer Review for Annotated Bibliography**

**Week Seven**

**Thursday, December 10<sup>th</sup> – Scaffolding assignment #3 due**

**Friday, December 11<sup>th</sup> – Meetings for Annotated Bibliography**

**Monday, December 14<sup>th</sup> – Peer Review for Annotated Bibliography**

**Tuesday, December 15<sup>th</sup> – Communal work time and office hours**

**Wednesday, December 16<sup>th</sup> – Presentations for Annotated Bibliography**

**Thursday, December 17<sup>th</sup> – Presentations for Annotated Bibliography**

**Exam Week**

**Final Exam Period – December 18-22<sup>nd</sup>**

**Annotated Bibliography due Wednesday, December 21<sup>st</sup> by 11:59 p.m.**