

History 5220: Christian History II: Global Christianity, 16–20 centuries
North Park Theological Seminary
Spring 2023, virtual, synchronous: Thursdays, 9:30-12:15 (Central Standard Time)
3 credit hours



Nongenile Masithathu Zenani, Sotho (South Africa), ca. 1970. In mid-twentieth century South Africa, a religious war unfolded as Christians on both sides of a brutal racist struggle appealed to Christian faith and scriptures for nearly opposite purposes. To understand global Christianity we must look beyond institutions and teachings to lived experience. Photo by Harold Scheub, copyright University of Wisconsin Digital Collections.

INSTRUCTOR INFORMATION

Paul Grant

pggrant@northpark.edu | 608-445-4158 (mobile)

Office hours by email, phone, or Teams: by appointment – write me to schedule!

COURSE DESCRIPTION

As a continuation of HSTY 5210, Christian History II traces the expansion of the church from Europe into the Americas, Africa, and Asia as well as the division of the church into myriad denominational traditions. Attention is given to the theological, political, and economic contexts that attended this expansion and division, and to the question of unity in diversity.

COURSE OBJECTIVES

1. Define important historical questions. Evaluate the evidentiary and theoretical bases of pertinent historical conversations about global Christian history, from the early modern period to the present, in order to understand what is at stake in the life of the church of today.

2. Cross-cultural interpretation of Christian experience. Students will be able to (1) critically read voices from Christians whose lives are very unlike our own, and (2) evaluate and formulate historical arguments on the basis of original source evidence, for the purpose of:

3. Appropriation in the life and mission of the church. Students will grow in their capacity to (1) understand their faith tradition and ministry in their global, historical contexts; (2) interpret contemporary events, discussions, and assumptions in light of the complexity of the Christian past; and (3) demonstrate application of historical content and interpretation within Christian ministry.

4. Comparative analysis. Students will read experiments and mistakes made by Christians around the world and will develop the discipline needed to apply those lessons to other times and place (that is, the present).

This course contributes toward the following MDiv learning outcomes:

- (1) Interpret the Christian historical and theological tradition for appropriation in the life and mission of the church;
- (2) engage diversity and exhibit growth towards inter-cultural competence for ministry reflective of God's global redemptive work.

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. Lamin Sanneh, *Translating the Message: the Missionary Impact on Culture* (Revised/Expanded edition) (Orbis, 2009)
3. Ebenezer Obadare, *Pentecostal Republic: Religion and the Struggle for State Power in Nigeria* (Zed Books, 2018)
4. Galawdewos, *The Life of Walatta-Petros*, CONCISE EDITION, (Princeton, 2018)
5. Additional readings will be available on Canvas; these are indicated with an *asterisk.

ASSESSMENTS and GRADING SCALE

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

<u>Participation</u>	10%
Video Self-Introduction (uploaded to Canvas, due Jan. 23)	2.5%
Ministry Journal: discussions in response to instructor's prompt: 5 x 1% =	5%
Comment (or ask questions) on classmates' term paper presentations	2.5%
<u>Knowing History</u> : primary source analyses (around 750 words): 5 x 6% =	30%

Prompts and drop boxes in Canvas.

1. Spirit Child - Early Colonial Mexico: due Feb. 12.
2. Sheep and the Shining Stone – Colonial Christianity: due March 5.
3. M.S. Golwalkar – Christians in Anticolonial India: due April 16.
4. Social Question in late Twentieth Century Latin America: due April 23.
5. Igbo Pentecostalism: due May 7.

Evaluating History: review essays (around 1,500 words): 4 x 10% = 40%

Prompts and drop boxes in Canvas.

1. Thinking through Inspirational Literature (*The Life of Walatta Petros*) due Feb. 19
2. Thinking across Disciplines (Lamin Sanneh, *Translating the Message*) due Feb. 26
3. Thinking from Absence: *Where is the “West” in the Koschorke collection?* due Mar 23.
4. Thinking through Christian Nationalism (Ebenezer Obadare, *Pentecostal Republic*) due Apr. 9.

Making History: Translating the message into a local congregation: 20%

Details to follow in class.

- a. Sources submitted, April 9: 2%
- b. Video presentation due, April 23: 3%
- c. comment on others’ presentations (part of participation grade), due May 1
- d. Complete paper draft (around 4,000 words) due May 4 5%
- e. Revised paper due May 9: 10%

For this project, you will discuss Lamin Sanneh’s theory of church history as translation in light of a local case study: your own congregation. An alternate arrangement is possible but must be discussed with the instructor early.

For your presentation, you will profile a local congregation and its “use” of Christian history, and you will record your executive summary and upload it to Canvas for classmates to view (and discuss).

Letter grades will be assigned according to scale printed in the [seminary academic catalog](#), p. 21:

A: Superior work (A = 95–100; A- = 93–94)

This grade applies to exceptional work, the quality achieved through excellence of performance, not merely the fulfillment of the course requirements.

B: Above average (B+ = 91-92; B = 88-90; B- = 86-87)

This grade applies to meritorious work, definitely above average, applied to more than the fulfillment of requirements.

C: Average (C+ = 84-85; C = 80-83; C – = 78-79)

This grade applies to average work that still fulfills the course requirements.

D: Unsatisfactory (D+ = 76-77; D = 72-75; D – = 70-71)

This grade, while indicating the student has completed a course, is to be understood as reflecting below average work. Course work receiving this grade will not be counted toward a degree.

F: Failure (69 and below)

ADDITIONAL COURSE GUIDELINES

1. Pandemic. Although the Covid-19 pandemic seems mostly over, nothing is predictable! You may face obstacles in coursework that could not have been reasonably anticipated (as might faculty and staff at North Park). I will work with you, but communication is of the essence! Let me know early and often what you are dealing with.

2. Reading & participation. Reading and thinking critically about your reading intentionally comprises a substantial proportion of your course grade. The class is far more than time spent listening to lectures; it is most especially your direct engagement with course material and careful thinking about it. Some modules require more reading, some require less. There are weeks when little to nothing is due, and other weeks where several assessments are due. You are responsible for looking ahead at the syllabus and balancing your work. It is expected that you are consistently spending around six hours on course work each week, or about an hour per day.

3. Written Work. All assignments are due in Canvas on the day indicated below. All work submitted late without prior arrangement will receive a letter grade reduction each week (e.g., an A grade would receive B after two, etc.). Work submitted over two weeks late will not receive credit.

4. Email. Please feel free to email me with any questions or concerns. I will make every effort to respond to your emails within a weekday.

ACADEMIC HONESTY

In keeping with our Christian heritage and commitment, North Park University is committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating will receive a failing grade on the assignment and are subject to discipline up to and including failure of a course and expulsion. Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another’s work as one’s own without giving credit to the individual. This includes using materials from the internet.
2. Copying another’s answers on an examination.
3. Deliberately allowing another to copy one’s answers or work.
4. Signing an attendance roster for another who is not present.

For additional information, see the [Seminary Academic Catalog](#), pp. 25–27.

ACCOMMODATIONS

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact their program's office (773-244-5619) as soon as possible to ensure accommodations are implemented in a timely manner. For further information, see [Seminary Catalog](#), p. 17 and “[Disability Resources](#)” provided through North Park’s Office of Student Enrichment Services and Support.

Note: As a parent of a child with disabilities, this is a matter of more than professional interest to me. I deeply care about inclusion across ability. Please contact me as early as possible.

TITLE IX

Students who believe they may have experienced sexual misconduct, sexual harassment, domestic violence, dating violence, or stalking should contact the Title IX Coordinator (773) 244-6276 or TitleIX@northpark.edu to learn more about reporting options, resources, and support services.

As members of the North Park faculty, we are concerned about the well-being and development of our students and are available to discuss any concerns. Faculty members are private resources meaning we are legally obligated to share information about the behavior reported above with the University’s Title IX coordinator. If you are unsure whether you want your concerns disclosed to the Title IX Coordinator, we encourage you to contact Counseling Support Services at (773) 244-4897 or counseling@northpark.edu.

Please refer to North Park’s [Safe Community](#) site for reporting, contact information, and further details.

INCOMPLETE GRADES

If, due to extenuating circumstances (specifically, pregnancy, illness, personal and family issues, military assignment, etc.), a student anticipates they will be unable to complete course work within the allotted time, that student may request a grade of incomplete from the course instructor before the last week of class clearly stating the reason(s) for this request. Overscheduling and/or lack of self-discipline are not considered extenuating circumstances. If the request is timely and meets the criteria, student and instructor will submit the incomplete grade form and the grade for that class will be listed as “I” until the last day of the following semester. If coursework is not submitted by the last day of the following semester the listing of “I” will automatically be changed to “F.” For the full policy, see page 15 of the Seminary Academic Catalog.

COURSE SCHEDULE

Reading assignments are to be completed before the class for which they are listed.

K# = Koschorke; # refers to document number.

* = Reading available on Canvas.

Module 1: Introductions and the Big Picture

Meeting: January 19 (9:30-12:15 Chicago Time)

Read: Sanneh, 13-163 (recommended—the full book should be finished Feb. 19)

Create: Video Self-introduction due Monday, January 23

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No Meeting January 26: ECC midwinter meetings

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Module 2: Reconquista and Conquista

January 30-February 5; meeting Feb. 2

Before meeting, watch classmates' self-introductions

Read:

*Huejotzingo (Mexico) Council letter to Spanish King
**Spirit Child* (the nativity, in Nahuatl)
Galawdewos, *The Life of Walatta-Petros*, (roughly first half)

K1: India: St. Thomas Christians
K2: South Asia: Nestorians and Armenians
K3: Jews and Christians in China
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)
K111: Sudan: traces of Nubian Christianity (1540)
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)

Write: Ministry Journal 1 (prompt in Canvas)

Module 3: Globalizing Reformations

February 6-12; meeting Feb. 9

Read:

Galawdewos, *The Life of Walatta-Petros* (roughly second half)
*Teresa of Avila, *The Way of Perfection* (1565) (excerpts)

K10: Jesuits in India (1542)
K11: Jesuits in Moluccas (1548)
K12: Jesuits in Japan (1548-9)
K13: Jesuit plans for China (1552)
K121: Angola: Congo King complains about unfit priests (1514)
K122: Angola: Congo King complains about slave trade (1526)
K241: Peru: Monasteries, Hospitals, and the University in Lima (1629)
K250: Paraguay: Jesuit Reductions (1629-1630)
K251: Paraguay: Everyday Life in the Reductions (1697)
K252: Paraguay: Sunday in the Reductions (1771)

Write: Primary Source Analysis 1— Colonial Mexico due Feb. 12.

Module 4: Evangelical Revivals

February 13-19; meeting Feb. 16

Read:

Sanneh, 164-276

*Philipp Jakob Spener, *Pious Hopes* (excerpts from Part 3, section 4) (1675)

Write: *Thinking Through Inspirational Literature* essay due Feb. 19

Module 5: Rejections, Receptions, Reformulations

February 20-26; meeting Feb. 23

Read:

*The tale of sheep and python's shining stone (Nigeria, 1906)

*Paul Grant, *Three Hundred Years of Irrelevance*

K33: Korea: autonomously founded Christian communities (1789-1796)

K132: Benin: The King of Warri to the Pope (1652)

K142d: Ghana: Christian Protten's letter of application to the Moravian Brotherhood (1735)

K242: Mexico: The cult of the Virgin of Guadalupe (1649)

K245: Andes: Morning Prayer of the Christian Quechua

K255: Brazil: African protests in Rome (1684 and 1686)

K256: West Indies: Jean Labat on African slave religion (ca. 1700)

K272: Peru: A. von Humboldt on Indian Religiosity in the Andes (1801)

Write: *Thinking Across Disciplines* essay due Feb. 26

Module 6: Revolutions

February 27-March 5; meeting Mar. 2

Read:

*Voltaire, *On the Earthquake in Lisbon*

*Olaudah Equiano on his conversion

*Paul Grant, *Satan's Strongholds*

K145: William Wilberforce: abolitionist speech at parliament (1789)

K146: Olaudah Equiano and his enslavement (1789)

K148: Sierra Leone: Freed Slaves from Canada (1792)

K259: Mexico: Creole protest to Spanish King (1771)

K260: Peru: Uprising of Túpac Amaru II (1780-1781)

K266: Colombia: Political Catechism (1814)

K267: Cuba: Afro-Caribbean religion (ca. 1880)

Write: Primary Source essay 2: Conversion and social change (Sheep and the Stone) due March 5

Module 7: Indigenous innovations

March 6-12; meeting Mar. 9

Read:

*excerpt on the *Osu* from Chinua Achebe's *Things Fall Apart*

*excerpt on the *Osu* from Chinua Achebe's *No Longer at Ease*

*Paul Grant, *How the Missionaries Became Shrine Priests*

K43: India: William Carey's Journal, 11 Jan. 1796

K44: India: Letter from William Ward, 1811

K46a: India: Anglicans and the St. Thomas Christians (1812)

K49: India: Henry Wilson on the caste system (1833)

K50: Burma: J.E. Marks at the Royal Court in Mandalay (1868)

K164: Uganda: Christians at the Buganda Royal Court (1869-1890)

Write: Ministry Journal 2 (prompt in Canvas)

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READING WEEK: NO CLASS MARCH 13-17

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Module 8: Imperialism

March 20-26; meeting Mar. 23

Read:

Ebenezer Obadare, *Pentecostal Republic* (roughly first half)

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

K170a-d: Ethiopianism in West Africa

Write: Thinking from Absence: Where is the "West" in the Koschorke collection? due March 23.

Module 9: Strange New People

March 27-April 2; meeting Mar. 30

Read:

Ebenezer Obadare, *Pentecostal Republic* (roughly second half)

K82: Gandhi on Christian Conversion (1920)

K83a: P. Chenchiah, "Jesus and Non-Christian Faiths" (excerpts)

K83b: V.S. Azariah, letter to J. Mott, 1939

K185a: Alexander Akinyele, Tambaram report (1939)

K185b: Albert Luthuli, Tambaram memories (1962)

Write: Ministry Journal 3 (prompt in Canvas)

Module 10: Militant Utopianism

April 3-9; meeting April 6

Read:

*Madhav Sadashiv Golwalkar, *We* (1938, excerpts)

*Karl Barth, *How might the Germans be made healthy?* (1945)

Write:

Thinking Through Christian Nationalism essay (due April 9).

Final Paper sources and bibliography (due April 9).

Module 11: Anticolonialism

April 10-16; meeting April 13

Read:

K91: North Korea: Kim Il Sung on the Sermon on the Mount

K94: Burma: Buddhist Nationalism and the Churches

K97: Indonesia: The Coup of 1965 and its Consequences

K98: Vatican 2 in the Philippines

K209: Steve Biko: Black Consciousness (1973)

K210: Manas Buthelezi: Black Theology (1973)

K301: Chilean Bishop Larraín, the prophetic task of the people of God (1963)

Write:

Primary Source Analysis 3 (M.S. Golwalkar; Christians as Indian minorities) due April 16

Ministry Journal 3 (prompt in Canvas)

Module 12: Cold War and liberation theology

April 17-23; meeting April 20

Read:

K90a-e: China: Christians in the People's Republic
K92: North Vietnam: one million Christians flee (1954)
K95a-c: China: Christians during the Cultural Revolution
K300: Brazil: "Brazil has Decided for Freedom," (1964)
K302a: Camilo Torres, Revolution as Christian Duty (1965)
K302b: Pope Paul VI, development and education, not revolution (1967)
K303c: Latin American Bishops, preferential option for the poor (1968)
K304a: Gustavo Gutiérrez: *A New Way to do Theology*
K304b: Gustavo Gutiérrez: *Not Development, but Social Revolution*
K304e: *A Peruvian Catechism—Amos 5* (1977)
K304f: Oscar Romero: *The Political Dimension of the Faith*
K311: Rubem Alvez: *A Protestant Liberation Theology*

Write:

Primary Source Analysis 4 (Social Question in Latin America) due April 23).
Final project video presentations due April 23

Module 13: Migration

April 24-30; meeting April 27

Watch: Classmates' Video Presentations

Read:

*C. René Padilla, (*Lausanne 1974 conference paper and pre-conference*)
K60: South Asia: Migrants as Multipliers (1854)
K96: South Korea: explosive church growth

Write:

Comment on other student presentations (instructions to follow) by May 1

Module 14: Pentecostalism + Conclusions

May 1-7; meeting May 4

Read:

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

Watch: (Youtube links in Canvas):

Joepraize, "Unchangeable" (2016)
Preye "Bulie" (2015)

Write:

Complete paper draft due May 4
Primary Source analysis 5 (Igbo Pentecostalism) due May 7

EXAM WEEK (No exam)

Revised Final Paper due May 9 in Canvas
Ministry Journal 5 due May 11