Globalization can be looked at as the sum of three expansions—of empire, of commerce, and of religion. This course looks at the global growth of Christianity, the most widespread of religions, in the context of imperialism and the world economy. We will survey the history of Christian missions through twenty centuries (with an emphasis on the last 500 years), from Jerusalem to Antarctica. We will consider the collision of cultures, the role of the mission in modernization and the spread of literacy, the evolution of diverse syncretic Christianities, and the tensions and harmonies between the local and the global, and between the universal and the particular.

Our primary sources will include scripture, church histories, letters and lives of missionaries, papal pronouncements, non-Christian sources, and Christian propaganda in text and image. Secondary historical materials will draw from biblical hermeneutics, sociological, anthropological, and cultural history, legal history, the history of ideas, imperial history, and global history.

Tutorial Information
D101  W 1:30PM – 2:20PM, in AQ5020
D102  F 11:30AM – 12:20PM, in AQ5051

Required Texts
- Hudson Taylor, *Hudson Taylor*
- Brother Andrew, *God’s Smuggler*
- John McManners, *The Oxford Illustrated History of Christianity* [optional]

*other texts will be available online*
Schedule of Lectures and Readings
An outline will be available online approximately 24 hours before each lecture. Readings should be completed before the first lecture each week.

UNIT 1: The Premodern Missions

Week 1 Research Week May 7 & 9
Meeting in the library with Kim Minkus
Your goal for this week is to choose tentative topics for both papers, i.e. a primary and a secondary source. You'll be asked to identify your sources in Week 2 tutorial, but you can change them at any point during the semester.

Week 2 The Apostolic Church (ca. 30 – 67 A.D.) May 14 & 16

2. The Acts of Thomas (1-29, i.e. Acts 1 & 2)
http://www.earlychristianwritings.com/text/actsthalos.html


Week 3 Conquering the Roman World (ca. 67 – 395) May 21 & 23
4. Eusebius. “Narrative concerning the Prince of the Edessenes.” Chapter 13, Book 1, of Church History.
http://www.newadvent.org/fathers/250101.htm

5. Selections from Origen, Against Celsus [III.44, III.55]
http://www.ccel.org/ccel/schaff/anf04.vi.ix.iii.xliv.html
http://www.ccel.org/ccel/schaff/anf04.vi.ix.iii.lv.html

www.sfu.ca/~lclossey/eusebius.doc

www.sfu.ca/~lclossey/theodoret.doc

Week 4 Converting Western Europe (395 – ca. 800) May 28 & 30
8. “The Conversion of Clovis (496)” from The Chronicle of St. Denis


10. Confession of St. Patrick (402-491)


*all week 4 documents have been collected into a single document:*
www.sfu.ca/~lclossey/week4.doc

**Week 5** Moving East (ca. 800 – 1000) June 4 & 6

13. Pope Nicholas I, “Responses to the Questions of the Bulgars A.D. 866”


*all week 5 documents have been collected into a single document:*
www.sfu.ca/~lclossey/week5.doc

**Week 6** Late Medieval Expansions June 11 & 13


17. John of Monte Corvino: Report from China 1305

*readings 15-17 have been collected into a single document:*
www.sfu.ca/~lclossey/week6.doc


**UNIT II: The Early Modern Missions**

**Week 7** America June 18 & 20

19. Pope Nicholas V, Romanus Pontifex (1455)

20. The Requirimiento

*readings 19-20 have been collected into a single document:*
www.sfu.ca/~lclossey/week7.doc

Week 8  Asia  (June 25 & 27)

23. Documents on the Chinese Rites Controversy, 1692, 1715, 1721, excerpts
http://www.fordham.edu/halsall/mod/1715chineserites.html

http://links.jstor.org/sici?sici=0003-1615%28198801%2944%3C261%3AOTTOVA%3E2.0.CO%3B2-Y

25. Ines G. Zupanov, “Aristocratic Analogies and Demotic Descriptions in the
Stable URL: http://links.jstor.org/sici?sici=0734-6018%28199324%290%3A41%3C123%3AAAADDI%3E2.0.CO%3B2-J

Week 9  Enlightenment and the Crises of Mission (1704-1815)  July 2 & 4

26. Memoir of the Life of Br. Jens Haven
www.mun.ca/rels/morav/texts/jhaven.html

27. Spangenberg: Candid Declaration (1768)
www.mun.ca/rels/morav/texts/spangen.html

28. William Carey, "An Enquiry into the Obligation of Christians to use Means for the
Conversion of Heathen."
http://www.wmcarey.edu/carey/enquiry/anenquiry.pdf

UNIT III: The Late Modern Missions

Week 10  The Missionary Revival (1815-1857)  July 9 & 11

29. L. E. Threlkeld, Specimens of a Dialect of the Aborigines of New South Wales; Being
the First Attempt to Form their Speech into a Written Language (1827).

30. Pope Gregory XVI, “Neminem profecto” (1845, selection)
http://frterry.org/History/Chapter_20/Chap.20%20Handout_249.htm
http://www.gutenberg.org/files/1039/1039-h/1039-h.htm

**Week 11** **The Apogee of Colonialism I (1854-1914)** **July 16 & 18**

32. Hudson Taylor, *Hudson Taylor*

http://www.fordham.edu/halsall/mod/1900Fei-boxers.html

**Week 12** **The Apogee of Colonialism II (1854-1914)** **July 23 & 25**

http://www.gutenberg.org/dirs/etext04/metla10.txt


**Week 13** **The Twentieth Century and Beyond (1914-2004)** **July 30 Aug 1**

36. Andrew, *God’s Smuggler*


38. Andrei Zolotov Jr., "Orthodox Church on Its Way to Antarctica" (2002)
http://www.times.spb.ru/archive/times/748/top/t_5845.htm
See also “На шестом континенте” at http://www.mospat.ru/text/news/id/6764.html
Schedule of Grades

Academic Policies
Grades will be assigned based on the following schedule. Hard copies (not electronic) of papers are to be submitted by the beginning of class on the day they come due. The grade of a late paper is reduced one notch for every 24 hours, or portion thereof, of tardiness. Thus an A+ paper received one week late becomes a C, as does a B paper turned in 3 days late. A B+ paper received 0.583 seconds late becomes a B paper.

Information on plagiarism is available from the instructor and the SFU library website. Students who use any language or ideas from other people without proper citation will receive a zero on that assignment; pending review by the Department Chair, the student will receive a failing mark for the course. No excuses, including ignorance of what constitutes plagiarism, will be accepted. When in doubt, cite. You cannot submit a paper to more than one class without the consent of both instructors.

Distracting behaviour (including but not limited to eating, talking out of order, snoring, and throwing stones at the instructor) will result in the application of an extreme penalty to your semester participation mark.

Students adding the course late will not be able to make up missed meetings, but may turn in missed assignments within a week of adding without penalty.

Extensions or makeups will only be given on the occasion of a death in the family or a documented medical emergency, or in accordance with SFU policy on religious accommodation. In the interest of fairness, exceptions will not be made.

I will send all emails to your sfu account. If you do not check your sfu.ca account, please set up email forwarding at https://my.sfu.ca/cgi-bin/WebObjects/manage.

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<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due Date</th>
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<tr>
<td>Tutorial participation</td>
<td>20%</td>
<td>all semester</td>
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<tr>
<td>Historiographical article (4 pages)</td>
<td>15%</td>
<td>May 30, 11:30</td>
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<tr>
<td>Primary source exposition (8 pages)</td>
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<td>Syllabus Project</td>
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<td>Aug 1, 11:30</td>
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“Commonwealth Rules” Tutorial Objectives and Format
The “Commonwealth Rules” have been developed in Australia, California, and Canada to encourage tutorial members' active, cooperative, constructive, and engaged participation.

This semester we’ll be using a blogging website to facilitate discussion. You should now go to http://www.blogger.com/signup.do to sign up (you can put anything down when “creating your blog”). Each tutorial is divided into three groups (Team One, Team Two, and Team Three). In our fourth week, each member of Team One will compose a thesis statement based on the assigned readings. He will then go to the tutorial blog website to post the thesis statement under the appropriate week by clicking on “COMMENTS.” The deadline for thesis statements is sunset Sunday for Weds. tutorial and sunset Tuesday for Friday tutorial. All tutorial members, including Team One, will then go to the tutorial blog website to prepare evidence in support of or in opposition to an answer to a thesis statement of their choice. Extraordinarily, the instructor may ask you to submit your responses, but they need not be prepared formally. Each week a new team posts thesis statements. Credit will not be given for late thesis statements. Contributing thesis statements is worth one third of your participation mark.

The tutorial blog websites are:
Tutorial 101: http://hist388t1.blogspot.com
Tutorial 102: http://hist388t2.blogspot.com

Tutorial is of little use if you don’t come to class, armed with your readings and notes. Discussion is for active, vocal participation, between you and your peers. Discussion begins when the author of a posted thesis statement recapitulates it orally to the tutorial. If you wish to speak, raise your hand, and your name will be added to the list. If you wish to make an urgent comment (“two-handed emergency”), raise both hands, and your name will be added to the top of the list. Your instructor will merely facilitate discussion; you should direct your attention primarily to the other students in the class. If you are someone who finds it difficult or intimidating to speak in front of groups, please speak to the instructor about strategies on participating.

If you attend a tutorial meeting, you earn 30 points. If you are punctual, you earn 30 additional points. If you offer substantial verbal participation (beyond asking a question you have posted), you earn another 30 points. The grading system encourages regular attendance and participation. The final two thirds of your overall participation mark comes from thus from attendance, punctuality, and participation. If discussion falters, the instructor reserves the right to administer surprise quizzes, each worth half of that day's tutorial mark.
Major Written Assignments

Assignment 1: Primary-source analysis (due May 30)
Please write an original critical analysis of a primary source. Depending on the size of your source, you may want to focus on a single aspect of it. Your paper should be approximately four double-spaced pages (i.e. 900 to 1100 words).

Assignment 2: Secondary-source analysis (due Aug 1)
Please write an original critical analysis of a secondary source. Your paper should be approximately eight double-spaced pages (i.e. 1800 to 2200 words).

You may choose any source related to Christianity and globalization that has not been assigned for the course.

Each paper will be given two tentative marks, for substance and style, based on the rubric below. Because both substance and style are of such great importance for writing, the lower of the two marks becomes your final mark on the paper. Penalties will be applied to papers with word counts outside the range given. Your paper should be double spaced, stapled, with numbered pages, and a title page. Your name should appear only on the title page (N.B. This is unusual for an academic paper, and in other courses you are advised to have your surname on every page).

All papers should be written according to the instructor's How to Write (www.sfu.ca/~lclossey/howtowrite.doc) and the Chicago Manual of Style or Turabian's A Manual for Writers of Term Papers.

Course syllabus project (due Aug 1)
Please write a syllabus for a new course on Christianity and Globalization. It should include a paragraph that states clearly your objectives for the course (which could be knowledge or skills). You should also describe the geographical and chronological parameters for the course, as well as the readings you would assign. Justify your decisions (including notable exclusions). (Ideas for assignments can be brought up if they’re relevant. “I’d assign two papers, one 8 pages and the other 12 pages” is not relevant.) Your proposal will be judged for originality, clarity, richness of detail, accuracy, and persuasiveness.
## GRADING RUBRIC FOR WRITTEN ASSIGNMENTS

<table>
<thead>
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<th>Substance</th>
<th>Style</th>
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| **A**     | **Immaculate, and a pleasure to read.**
| Thesis is original and interesting. Paper recognizes the complexity of its thesis by acknowledging its contradictions or qualifications. Demonstrates a sophisticated understanding of sources. Copious, convincing evidence. The reader learns something new. | Choose words for their precise meaning and uses an appropriate level of specificity. Sentences are varied, yet clearly structured and carefully focused. Contains few gratuitous elements. Gracefully guides the reader through a chain of reasoning or progression of ideas. |
| **B**     | **Very few errors. No problems with sentence structure. Generally uses words accurately and effectively. Sentences generally clear and focused. Each sentence clearly relates to the paragraph's central idea, and each paragraph clearly relates to the paper's central idea. Effective organization.**
| A solid paper, responding appropriately to assignment. Clearly states a thesis that makes an argument. Shows careful readings of sources. Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince. | |
| **C**     | **Contains several mechanical errors, which temporarily confuse the reader but do not impede understanding. Paragraphs might have an extraneous sentence, or paper might have an extraneous paragraph. Bumpy transitions might disrupt the paper's flow.**
| Adequate but weaker and less effective. Presents thesis in general terms. Thesis and argument can be sensed but are not clear or not explicit. Evidence does not entirely convince. | |
| **D**     | **Contains either many mechanical errors or a few important errors that do impede understanding. May have random organization, lacking internal paragraph coherence and using few or inappropriate transitions. Paragraphs lack main ideas, are too general or too specific, or are irrelevant to the thesis.**
| May present a central idea rather than a thesis. Evidence is not convincing. Connection between evidence and central idea not always clear. | |
| **F**     | **Contains many important errors, or critical organizational problems.**
| Does not respond to the assignment, or lacks a thesis or central idea, and may neglect to use sources where necessary. | |