

# HISTORY 390R

## MISSIONS AND MISSIONARIES IN AMERICAN HISTORY

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Office: 2109 JFSB  
Office Hours: T: 9:30-11:00 am, W: 11:00 am-12:00 pm

Winter 2020  
Section 002 (128 MARB)  
MWF 2:00-2:50 pm

### **COURSE DESCRIPTION:**

This course examines missions and missionaries in American history, beginning with the first Dominican, Jesuit, and Franciscan fathers and Ursuline nuns to reach the Americas in the 16th and 17th centuries and continuing through modern missions undertaken by Catholic, Protestant, and Mormon missionaries to regions around the world each year. Missionaries provide a unique vantage point from which to study not only the history of religion in America, but also the histories of race, gender, class, imperialism, and the nation.

### **COURSE FORMAT AND OBJECTIVES:**

The central aim of the course is to prepare students to critically and thoughtfully engage with the history of missionaries and missions and understand their place and role in relationship to the broader history of the United States and the world.

This is a reading intensive course. Students are expected to read each of the assigned books, articles, and primary sources. Our time together in the classroom will feature a combination of discussion, lecture, assignments, and small group activities. I expect you to actively participate in class discussion and complete all required assignments, both in and out of class.

### **REQUIRED READING:**

Each of the following books is available at the BYU Bookstore. You can also find copies (including e-copies) at Amazon.com, Bookfinder.com, or other online retailers. Those marked with an asterisk (\*) are also available as e-books via the Harold B. Lee Library.

- Ann M. Little, *The Many Captivities of Esther Wheelwright* (Yale University Press, 2016)

- Emily Conroy-Krutz, *Christian Imperialism: Converting the World in the Early American Republic* (Cornell University Press, 2015)\*
- Derek Chang, *Citizens of a Christian Nation: Evangelical Missions and the Problem of Race in the Nineteenth Century* (University of Pennsylvania Press, 2010)
- Matthew Avery Sutton, *Double Crossed: The Missionaries Who Spied for the United States During the Second World War* (Basic Books, 2019)
- Craig Harline, *Way Below the Angels: The Pretty Clearly Troubled but Not Even Close to Tragic Confessions of a Real Live Mormon Missionary* (W.B. Eerdmans, 2014)

Additional readings will be available via Learning Suite.

## ASSIGNMENTS AND GRADING:

There are six graded components to this course:

### 1. ATTENDANCE AND PARTICIPATION – 10%

Students are expected to attend class and actively participate in class discussion. This necessitates reading the assigned material before class and coming prepared to critically and thoughtfully discuss it with both your classmates and myself. I will take roll regularly throughout the semester.

Students may miss up to four class periods without being penalized, though you are responsible for any material missed in case of absence and cannot make up any assignments missed as a result of your absence. **Your final (total) grade will be penalized one percentage point for each class period missed after that.** In addition, I reserve the right to adjust borderline grades up or down based on attendance and participation in class discussion.

### 2. RESPONSES – 5%

There will be several (~5) short responses administered at the beginning of class throughout the semester, in which you will be given ~10 minutes to respond to a prompt based on an assigned reading.

### 3. GROUP PROJECT – 10%

Working in groups of 2 or 3, you will each research the 1852 global mission effort by the Church of Jesus Christ of Latter-day Saints and then create a poster that summarizes the background of the missions, explores the experiences of the missionaries involved, and considers the impact of the effort on the nineteenth

century church, nation, and/or world.

Additional information is available on Learning Suite.

#### **4. RESEARCH PAPER – 30%**

The culminating assignment for this course will be a 12-15 page research paper on a subject of your choosing related to missions and missionaries in American history. It should be based on original research in primary sources, engage with secondary source material on the subject, and advance a clear and original argument.

**All students are required to meet with me during office hours by the end of Week 5 to propose your chosen topic and to submit a preliminary bibliography by Week 7.** Meeting those deadlines will count toward your final grade for the assignment.

Additional information, including a list of potential topics and resources, is available on Learning Suite. **The final paper is due via Learning Suite by Friday, April 10 at 11:59 pm.** Your grade will be penalized 2 points for each day that it is late.

#### **5. MIDTERM EXAMINATION – 20%**

Blue book exam consisting of some combination of short-answer IDs and longer essays. **The midterm will be held in class on Monday, February 24.**

#### **6. FINAL EXAMINATION – 25%**

Blue book exam consisting of some combination of short-answer IDs and longer essays. **The final exam will be a closed note, closed book take home exam. It must be completed in one sitting and returned to my office by Wednesday, April 22 at 11:59 p.m.**

### **POLICIES AND REMINDERS**

This class is intended to be a space to critically and thoughtfully discuss the history of missions and missionaries. Please feel free to ask questions and offer opinions during class (in fact, your grade depends on it!), but always treat your classmates and your professor with respect. Disagreement is allowed, but personal attacks and insults are not. Harassment of any kind will not be tolerated. If you experience a problem, please report the situation to the professor immediately.

### **A NOTE ON TECHNOLOGY AND ELECTRONIC DEVICES**

You are welcome to use laptops, tablets, and other electronic devices in class for taking notes, viewing reading materials, and/or completing in-class assignments. Each

of us learns differently and takes notes differently. Regardless of how you take notes, please do your best to not distract the class or your fellow students. To that end, please silence your electronic devices and use them only to take notes or access course materials. As a former student and a current instructor, please rest assured that I can tell when you are browsing the internet, facebooking, tweeting, snapchatting, instagramming, TikTok-ing, or using any other social media app or game, or reading material not relevant to this class. I reserve the right to ask you to put your electronic devices away at any point.

### **A NOTE ON CHILDREN IN CLASS**

As part of my commitment to helping all students succeed, I have implemented the following policies regarding children in class:

- 1) All breastfeeding babies are welcome in class as often as necessary.
- 2) Non-nursing babies and older children are welcome whenever alternate arrangements cannot be made. As a parent of three young children, I understand that babysitters fall through, partners have conflicting schedules, and other issues arise that leave parents with few other options.
- 3) In all cases where children come to class, I invite parents/caregivers to sit close to the door so as to more easily excuse yourself to attend to your child's needs. Non-parents in the class, please reserve seats near the door for your parenting classmates.
- 4) All students are expected to join with me in creating a welcoming environment that is respectful of your classmates who bring children to class.
- 5) Finally, I understand that among the most difficult aspects of parenting young children is sleep deprivation and exhaustion. The struggles of balancing school, work, childcare, and other day-to-day activities is tiring, and I will do my best to accommodate any such issues while maintaining the same high expectations for all students enrolled in the class. Please feel free to contact me if you have any questions or concerns.

**Honor Code:** In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Please call the Honor Code Office at (810) 422-2847 if you have questions about those standards.

**Preventing + Responding to Sexual Misconduct:** In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment—including sexual violence—committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

**Students With Disabilities:** Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (2170 WSC). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at (801) 422-5895, D-285 ASB.

**Mental Health:** Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, (801) 422-3035) provides individuals, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu>; for more immediate concerns please visit <http://help.byu.edu>.

## CLASS SCHEDULE + READINGS

### WEEK 1 (January 6-10)

January 6                      NO CLASS

January 8                      Introduction

January 10           **Missions and Missionaries in Christian History**  
Read: William R. Hutchison, "Introduction: God's Mission and America's," in *Errand to the World: American Protestant Thought and Foreign Missions* (Chicago: University of Chicago Press, 1987), 1-14. Available via LS.

**WEEK 2 (January 13-17)**

January 13           **Conversion and Culture**  
Read: Linford D. Fisher, *The Indian Great Awakening: Religion and the Shaping of Native Cultures in Early America* (New York: Oxford University Press, 2012): 84-106. Available via LS.

January 15           **Missions to New Spain and New France**  
Read: Pope Paul III, *Sublimus Dei: On the Enslavement and Evangelization of Indians* – 1537; and Jean de Brébeuf, "Advice to those whom it shall please God to call to New France" – 1637. Available via LS.

January 17           **Visit to Special Collections (Meet at 1131 HBLL)**

**WEEK 3 (January 20-24)**

January 20           **NO CLASS: Martin Luther King, Jr. Day**

January 22           **Colonization and Conversion**  
Read: Little, *The Many Captivities of Esther Wheelwright*, pp. 1-115.

January 24           **Colonization and Conversion, Part II**  
Read: Little, *The Many Captivities of Esther Wheelwright*, pp. 116-240.

**WEEK 4 (January 27-31)**

January 27           **Missions, Conversion, and Race**  
Read: Rebecca Anne Goetz, *The Baptism of Early Virginia: How Christianity Created Race* (Baltimore: Johns Hopkins University Press, 2011), 86-111. Available via [HBLL](#).

January 29           **Skype with Chris Anderson – Yale Divinity School Library**

January 31                    **Missions to Slaves and Enslaved Missionaries**  
Edward E. Andrews, *Native Apostles: Black and Indian Missionaries in the British Atlantic World* (Cambridge, MA: Harvard University Press, 2013), 87-124.

**WEEK 5 (February 3-7)**

February 3                    **Missionary Connexions in the Age of Revolution**  
Read: John Wesley to Thomas Coke and Francis Asbury, 10 September 1784. Available via LS.

February 5                    **Home Mission Movement in the Early American Republic**  
Read: *Address and Constitution of the New-York Missionary Society* – 1796. Available via LS.

February 7                    **Missions to Slaves**  
Read: Excerpt from Charles C. Jones, *The Religious Instruction of the Negroes in the United States* – 1842. Available via LS.

**\*February 7: Deadline to get topic for research paper approved\***

**WEEK 6 (February 10-14)**

February 10                    **Hierarchies of Heathenism**  
Read: Conroy-Krutz, *Christian Imperialism*, xiii-73.

February 12                    **Hierarchies of Heathenism, Part II**  
Read: Conroy-Krutz, *Christian Imperialism*, 74-150.

February 14                    **Hierarchies of Heathenism, Part III**  
Read: Conroy-Krutz, *Christian Imperialism*, 151-213.

**WEEK 7 (February 17-21)**

February 17                    **NO CLASS: President's Day**

February 18                    **Missionaries and the Beginnings of Mormonism**  
Read: Excerpt from Parley P. Pratt, *The Autobiography of Parley Parker Pratt*. Available via LS.

February 19                    **Mormon Missions in Transition**  
Read: "Minutes of Conference," 28 August 1852, *Deseret News*.

Available via LS.

**February 21**      **Protestant and Mormon Missionaries in the Pacific**  
Read: Laurie Maffly-Kipp, "Assembling Bodies and Souls: Missionary Practices on the Pacific Frontier," in *Practicing Protestants: Histories of Christian Life in America, 1630-1965*, ed. by Laurie F. Maffly-Kipp, Leigh E. Schmidt, and Mark Valeri (Baltimore: Johns Hopkins University Press, 2006), 51-76. Available via [HBLL](#).

\*Preliminary list of books and articles for research paper due via Learning Suite by 11:59 pm on February 21\*

**WEEK 8 (February 24-28)**

**February 24**      **Midterm exam: In Class**

**February 26**      **NO CLASS: Work on research paper**

**February 28**      **NO CLASS: Work on research paper**

**WEEK 9 (March 2-6)**

**March 2**      **Missions and Race in Postbellum America, Part I**  
Read: Chang, *Citizens of a Christian Nation*, 1-98.

**March 4**      **Missions and Race in Postbellum America, Part II**  
Read: Chang, *Citizens of a Christian Nation*, 99-165.

**March 6**      **NO CLASS: Work on research paper**

**WEEK 10 (March 9-13)**

**March 9**      **Missions and the Great Migration**  
Read: Matthew J. Cressler, *Authentically Black and Truly Catholic: The Rise of Black Catholicism in the Great Migration* (New York: New York University Press, 2017), 19-48. Available via LS.

**March 11**      **Home Missions in Native America**  
Read: Angela Tarango, *Choosing the Jesus Way: American Indian Pentecostals and the Fight for the Indigenous Principle* (Chapel Hill: University of North Carolina Press, 2014), 21-46. Available via [HBLL](#); Emily Suzanne Clark, "Jesuits, the Iñupiat, and Catholicism



on the Seward Peninsula Coast, 1898-1937," *American Catholic Studies* 130:3 (2019): 37-66. Available via LS.

March 13                    **The Other Relic of Barbarism: Missions to Utah**  
Read: Jana Kathryn Reiss, "'Heathen in Our Fair Land':  
Presbyterian Women Missionaries in Utah, 1870-90," *Journal of Mormon History* 26:1 (Spring 2000): 165-195. Available via [HBLL](#).

**WEEK 11 (March 16-20)**

March 16                    **Double Crossed**  
Read: Sutton, *Double Crossed*, 1-158.

March 18                    **Double Crossed, Part II**  
Read: Sutton, *Double Crossed*, 159-274.

March 20                    **NO CLASS: Spring Break**

**WEEK 12 (March 23-27)**

March 23                    **Double Crossed, Part III**  
Read: Sutton, *Double Crossed*, 275-348.

March 25                    **Protestants Abroad**

March 27                    **Mormons Abroad**  
Read: Matthew McBride, "Female Brethren": Gender Dynamics in  
a Newly Integrated Missionary Force, 1898-1915," *Journal of Mormon History* 44:4 (October 2018): 40-67. Available via LS.

**\*Group Project due at beginning of class\***

**WEEK 13 (March 30-April 3)**

March 30                    **Humanitarian Missions**  
Read: David P. King, *God's Internationalists: World Vision and the Age of Evangelical Humanitarianism* (University of Pennsylvania Press, 2019), 43-66. Available via LS.

April 1                      **Humanitarian Missions, part II**

April 3                      **Mormon Missionaries in a Changing Church**  
Harline, *Way Below the Angels*, all

## WEEK 14 (April 6-10)

- April 6                      **Political Missionaries**  
Read: Lauren Frances Turek, "To Support a 'Brother in Christ': Evangelical Groups and U.S.-Guatemalan Relations during the Ríos Montt Regime," *Diplomatic History* 39:4 (September 2015): 689-719. Available via [HBLL](#).
- April 8                      **American Missionaries Abroad Today**  
Read: Ruth Graham, "Why Missionary John Allen Chau's Death on a Remote Island is so Unsettling to Christians," *Slate*, 3 December 2018. Available [here](#).
- April 10                     **America as a Mission Field, Redux**  
Read: Rebecca Kim, "Why are Missionaries in America? A Case Study of a Korean Mission Movement in the United States" *Missiology: An International Review* 45(4): 426-440 (via LS); Andrew Rice, "Mission from Africa," *New York Times Magazine*, April 8, 2009. Available [here](#).

\*Research Paper due via Learning Suite by 11:59 pm\*

## WEEK 15 (April 13-15)

- April 13                    **The Future of Missions**  
Read: Saba Imtiaz, "A New Generation Redefines What it Means to be a Missionary," *The Atlantic*, March 8, 2018. Available [here](#).
- April 15                    **Concluding Thoughts**

\*FINAL EXAM: TAKE HOME. DUE BY WEDNESDAY, APRIL 22 BY 11:59 PM\*