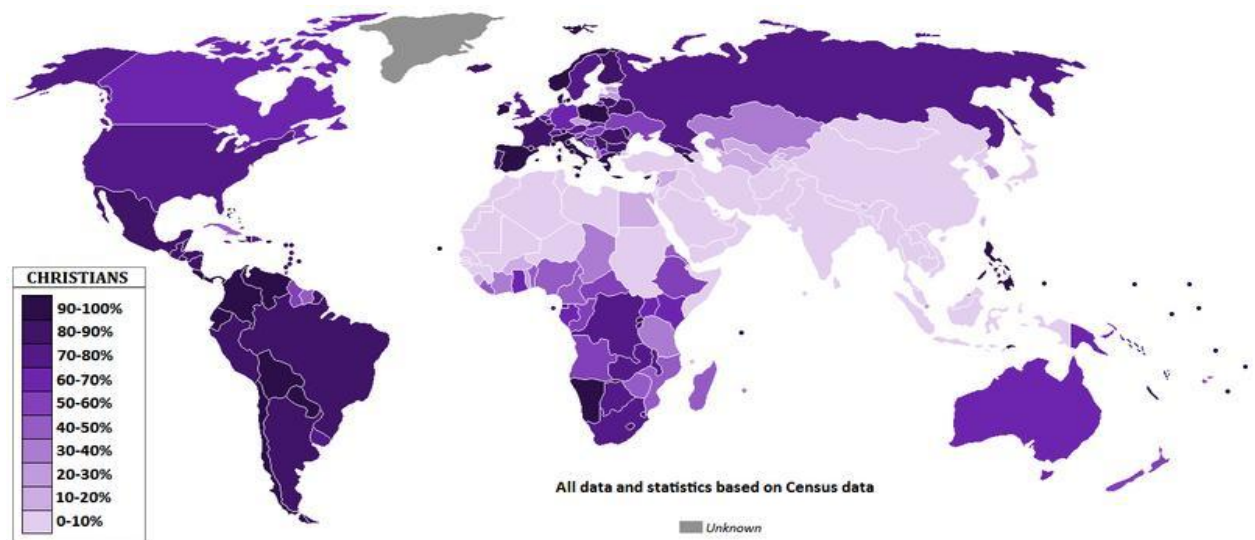


**2.2 billion people around the world are Christians. How much do you know about them?**



From Wikimedia Commons

**ANTH 318**  
**Global Religion: Christianity**

Winter 2021  
Credits: 3

M/W 10:00 – 11:30  
Wilson Hall, Room 105

Hillary Kaell  
Associate Professor  
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Christianity’s “centre” has shifted to the global south. This course examines contemporary Christianity in multiple forms around the world. Although we will hear about many people in many places, the purpose is not to catalogue all types of Christians. Instead, our goal will be to examine the mechanics of globalization. How and why has Christianity spread? What does it mean to convert? What is the relation of Christianity to colonialism and capitalism? What kinds of possibilities and challenges arise from the fact that Christians are so diverse today? We will explore represent some of the main themes in studies of Global Christianity, including missions and inculturation, televangelism and online media, politics and mobility, immigration and diasporic communities.

This course that presumes no prior knowledge of the subject, *but it is reading intensive and students are expected to write well*. It is recommended that students have prior experience reading and writing at a university level. There are also resources to help you here at the University; please avail yourselves of them.

### **Objectives**

1. Gain an appreciation for how Christianity operates within culture, politics, etc. (there is no separate “sacred” and “secular” spheres).
2. Understand how and why Christianity has expanded globally and what kinds of intra-Christian collaborations and challenges this creates
3. Improve the ability to read an academic text, identify a main theme/question/idea, and respond to that theme
4. Improve the ability to analyze multiple texts (academic, journalistic, etc.) to compare and contrast key themes, including more substantive ‘texts,’ such as a book or a film

### **Course Requirements**

#### *Class meetings*

Normally, we would be in class together for 3 hours a week. Sitting for 3 hours in front a screen is very tough so in this exceptional time we will divide up our time a little differently:

- I will record a lecture of about 1 hour, which you must watch each week. I will post the lectures on Wednesday evenings (for the following week).
- We will meet during our time slot on Wednesdays from 10:30-11:30am.
- You will meet in small groups of 5 each week for 1 hour to debrief about the lecture and readings, formulate questions for our Wednesday meeting, discuss assignments.

#### *Small Groups*

I will assign small groups in Week 1 (after our first session together). It is up to your group to choose a time that suits all members. I suggest our Monday time slot.

### **Attendance and Participation**

**15%**

Peer Assessment: 5%. Your peers will assess your performance in your small group at the end of the semester. A grading sheet will be provided for that purpose, which I

will also post on MyCourses from the start of the semester so you can get a sense of the criteria.

Each person must fill out the Assessment for each of their peers in the group. *It is due on April 7 by 10:30am.* If you do not hand in your assessment of your peers, your own grade will be 0.

Class Participation: 10% (including World Map Assignment). During our hour-long weekly session together on Wednesdays, I expect you to participate by discussing the readings, your assignments, questions that have come up. This participation should be 'quality,' in the sense that I expect you to show that you've done the readings and considered them. As you read, make sure to note down specifics that you can raise in class. You can participate by typing into the chat or raising your hand. Use what you've talked about in your small groups as a 'trial run' for ideas/points you can bring up in class.

If you are shy and don't participate much in class, you can also contribute by posting on our group discussion board. In that case, I ask that you post items you found online (it could be a news article, blog or Instagram post, website, film, podcast, etc.) that are relevant to the week in question. Please include a couple lines explaining why you thought the item was interesting in light of the week's readings. It doesn't have to be about the same subject per se, but it should have some relevance for that week's themes: what did the readings make you think of? What did you encounter in your usual online media? The idea is to apply the themes from our class in different contexts, including in our own lives.

## **Assignments**

*See instructions below*

Short assignments: 30%

- 1: World Map (completion will be counted toward your participation grade)
- 2: *Things Fall Apart* (6%)
- 3: Mapping Mary (6%)
- 4: Website Analysis (6%)
- 5: Interview: Pedagogy laboratory (12%)

*\*Each assignment is due Wednesday of the week in question by 10:30am. One exception is the World Map assignment, which will be due on Monday Jan 11).*

Independent / Small Group Paper: 55%

- Proposal (5%)
- Final Paper (35%)
- Presentation (15%)

## **Class Policies**

### *Communication*

Please contact me via email. I appreciate when students address emails to me with “Dear Dr. Kaell” (or “Dear Professor Kaell”), use full sentences, and the sign their names. I will do my best to respond within 24 hours, however if you write after 5pm or on weekends it may take me a little longer. I do not respond to substantive questions about essays or other written work over email. For those kinds of questions, please email me to make an appointment. State the reason for your appointment in the email so I can estimate the amount of time we’ll need. Please raise general questions about class materials during discussion sessions or on myCourses. You can also email me questions about the material in advance of our discussion sections.

### *Due dates*

*Late work will be penalized 5% per day and will not be accepted after 7 days. I am happy to provide extensions for assignments, if you have a medical or death certificate (as per University guidelines). If this is case, please do not hesitate to let me know. There will be no extensions after an assignment’s due date has passed unless there were truly unforeseen circumstances, so please make sure to speak to me before the due date - the earlier, the better – and we’ll work out a new deadline. If you have been identified as requiring accommodations by the Office for Students with Disabilities, please email me as soon as possible. The OSD can be reached at 398-6009 ([www.mcgill.ca/osd](http://www.mcgill.ca/osd)).*

### *Academic Integrity*

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of **cheating, plagiarism** and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see [www.mcgill.ca/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/) for more information)

### *French Policy*

Conformément à la Charte des droits de l’étudiant de l’Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté.

### *Citation formats*

For materials I have assigned: Include last name and page number. For outside materials: any citation format is fine (e.g. MLA or Chicago), but please

keep it consistent and *always include* the following information: *author, title, publisher, date*. Avoid lengthy URLs. Include a tiny URL if needed.

### *Required Readings*

All readings are available as pdfs uploaded to the course website. The website also includes a course reader, which is a single pdf containing all course readings. I would encourage you to print this out and use it as you would a print course reader, if you find it difficult to read so much online.

**Book** – Achebe Chinua, *Things Fall Apart* (Anchor, 1954). This book is available for purchase on Amazon or other online vendors.

### *Rights and Responsibilities*

The most common offence under the Academic Code of Conduct is plagiarism, defined as "**the presentation of the work of another person as one's own or without proper acknowledgement.**" This could be material copied word for word from books, journals, internet sites, etc. It could be material that is paraphrased but closely resembles the original source. It could be the work of a fellow student. It might be a paper purchased through an available source. Plagiarism does not refer to words alone - it can also refer to copying images, graphs, tables, and ideas. It also includes if you translate the work of another person into French or English and do not cite the source. **DO NOT COPY, PARAPHRASE OR TRANSLATE ANYTHING WITHOUT SAYING WHERE YOU GOT IT!**

### Schedule

#### **Mapping & Imagining the World**

Week 1 (Jan 11 / 13)

- Matthew 28; Acts 1-2; Acts 15; Galatians 1-3.

You may read these passages in any version of the Bible, but the NIV and RSV are typical. <https://www.biblegateway.com/> is a good source.

[Assignment 1: World Map \(DUE JAN 11 at 10:30am\)](#)

#### **Conversion I**

Week 2 (Jan 18 / 20)

- Las Casas, "The Only Way" in Hunt, *The Gospel Among Nations* (2010) 70-73.

- Pope Paul III, *Sublimus Dei* (1537)  
<http://www.papalencyclicals.net/paul03/p3subli.htm>
- William Carey, "Enquiry into the obligations of Christians to use means for the conversion of the heathens" (1792) – Introduction and Section I (pages 1-13). <http://www.wmcarey.edu/carey/enquiry/enquiry.html>

## **Translation, Inculturation, Contextualization**

### Week 3 (Jan 25 / 27)

- Birgit Meyer, *Translating the Devil: Religion and Modernity among the Ewe in Ghana* (Africa World Press, 1999) 54-60, 77-111.
- Lamin Sanneh, "Missionary Translation in African Perspective," in *Translating the message: The missionary impact on culture* [1989] (Orbis, 2008) 191-226.

### Week 4 (Feb 1 / 3)

- Kerry P.C. San Chirico, "The Grace of God and the Travails of Contemporary Indian Catholicism," *Journal of Global Catholicism* 1(1) 2016: 56-84.
- Ludovic Lado, "Experiments of Inculturation of a Catholic Charismatic Church in Cameroon," in *The Anthropology of Catholicism*, eds. Norget, Napolitano and Mayblin (UC Press 2017), 227-242.

## **Conversion II**

### Week 5 (Feb 8 / 10)

- Achebe Chinua, *Things Fall Apart* (Anchor, 1954)
- John and Jean Comaroff, "The Colonization of Consciousness" in Michael Lambek, ed. *Reader* (2008) 464-78.

[Assignment 2: Things Fall Apart. \(DUE FEB 10 at 10:30am\)](#)

## **Mary & the Bible: Portable Persons and Objects**

### Week 6 (Feb 15 / 17)

- Alison Dundon, "Babala and the Bible: Israel and a 'Messianic Church' in Papua New Guinea," *Oceania* (2015): 1-13.
- Karina Hermkens, "Mary's Journey's Through the Warscape of Bougainville," in *Moved by Mary* (2009) 69-85.
- Watch: "The Lost Tribe" <http://news.fiu.edu/2013/11/documentary-the-lost-tribe/69698>

### Assignment 3: Mapping Mary (DUE ON FEB 17 at 10:30am)

#### **McDonaldization, Pentecostalization & Politics**

Week 7 / Week 8 (Feb 22 / 24, March 8/10)

- Lena Rose, "Geometries of 'global' evangelicalism," *Global Networks* (2018): 1-12.
- Mika Vähäkangas, "The Prosperity Gospel in the African Diaspora: Unethical Theology or Gospel in Context?" *Exchange* 44/4 (2015), p. 353-380.
- Mark Jennings, "Great Risk for the Kingdom: Pentecostal-Charismatic Growth Churches, Pastorpreneurs, and Neoliberalism," In Ana-Maria Pascal, ed. *Multiculturalism and the Convergence of Faith* (2017) Pp. 236-245.

FILM: 10/40 Christianity in the New Asia

March 1-5 READING WEEK

#### **Technospaces**

Week 9 (March 15 /17)

- Manuel Vasquez and Marie Friedmann Marquardt, "Crossing the Electronic Frontier," in *Globalizing the Sacred* (Rutgers, 2003), 92-118.
- Anderson Blanton, *The Apparatus of Belief* (2 Aug 2013), *There is No Distance in Prayer* (20 May 2013), *TV Prayer* (10 April 2013), *The Radio as Prosthesis of Prayer* (25 Feb 2013). All at: <http://forums.ssrc.org/ndsp/author/anderson-blanton/>

### Assignment 4: Website Analysis (DUE ON Mar 17 at 10:30am)

#### **Migration, Diaspora, & the Orthodox Global**

Week 10 (March 22 / 24)

- Yvonne Haddad and Joshua Donovan, "Good Copt, Bad Copt: Competing Narratives on Coptic Identity in Egypt and the United States," *Studies in World Christianity* 19.3 (2013): 208-232.
- Marco Guglielmi, "Globalization and Orthodox Christianity: A Glocal Perspective," *Religions* 9(7) 2018. Available at: <https://www.mdpi.com/2077-1444/9/7/216/htm>

- Sarah Bakker Kellogg, "Ritual sounds, political echoes: Vocal agency and the sensory cultures of secularism in the Dutch Syriac diaspora," *American Ethnologist* 42 (3) 2015: 431-445.

## Is Religion Good or Bad For Immigrants? The Quebec Case

Week 11 (March 29 / 31)

- Teresa Mathew, "How Houses of Worship Help Immigrants Adjust to America," *CityLab*, August 2017. <https://www.citylab.com/life/2017/08/how-houses-of-worship-are-helping-immigrants-adapt-to-america/535992/>
- Jeremy Stolow, "A Note on Non-Ostentatious Religious Signs," *Canadian Journal of Communication* Vol 40 (2015). <https://www.cjc-online.ca/index.php/journal/article/view/2978/2520>
- Barbara Kay, "Why Quebec's immigration and secularism bills get it right," *National Post*, June 2019. <https://nationalpost.com/opinion/barbara-kay-why-quebecs-immigration-and-secularism-bills-get-it-right>
- Geraldine Mossière and Deirdre Meintel, "Tradition and Transition: Immigrant religious communities in urban contexts (Québec)," *Religion in the Practice of Daily Life*, eds. Richard Hecht and Vincent Biondo (Greenwood & Praeger, 2010), 481-503.

If you need some background on Quebec and Bill 21, skim:

<https://montrealgazette.com/news/local-news/quebec-and-religion-part-2>

[Assignment 5: Interview \(DUE ON March 31 at 10:30am\)](#)

## Can Christians be Gay? The Ugandan Case

Week 12 (April 5 / 7)

- Adriaan van Klinken, "Beyond African religious homophobia: How Christianity is a source of African LGBT activism," July 2018. <https://blogs.lse.ac.uk/religionglobalsociety/2018/07/beyond-african-religious-homophobia-how-christianity-is-a-source-of-african-lgbt-activism/>
- Rev Canon Albert Ogle, "Confessions of a Naïve Gay Cleric," *Bombastic Magazine*, 2014: 27-29. <https://www.kuchutimes.com/bombastic-magazine-online-edition/> *\*\*Feel free to read the stories before and after to get a better sense of some of the relationship of some LBGTQ activists in Uganda to Christianity.*



- Melani McAlister, “The Power of a Weeping Christian,” in *The Kingdom of God Has No Borders* (2018), 247-267.

Film: Kenyan, Christian, Queer (<http://kcqfilm.com/education/>)

Week 13 / 14 (April 12 / 14) : **Student presentations**

**Paper Due: April 28**

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**Schedule TABLE**

<b>Class</b>	<b>Readings</b>	<b>Assignment</b>
<b>Mapping &amp; Imagining</b>		
<b>4/6 Jan</b>	Biblical Passages	<b>Short Assignment 1</b>
<b>Conversion</b>		
<b>11 / 13 Jan</b>	Las Casas, Pope Paul II1, Carey	
<b>Translation</b>		
<b>18 / 20 Jan</b>	Meyer, Sanneh	
<b>27 / 27 Jan</b>	San Chirico, Lado	
<b>Conversion</b>		
<b>1 / 3 Feb</b>	Chinua, Comaroff	<b>Short Assignment 2</b>
<b>Portability</b>		
<b>8 / 10 Feb</b>	Dundon, Hermkens	<b>Short Assignment 3</b>
<b>McDonaldization &amp; Politics</b>		
<b>15 / 17 Feb</b>	Rose, Vähäkangas, Jennings	
<b>22 / 24 Feb</b>		<b>Proposal Due</b>
<b>Technospaces</b>		
<b>8 / 10 Mar</b>	Vasquez & Marquardt, Blanton	<b>Short Assignment 4</b>
<b>Diaspora</b>		
<b>15 / 17 Mar</b>	Haddad & Donovan, Guglielmi, Kellogg	
<b>Issue 1: Immigrants in Quebec</b>		
<b>22 / 24 Mar</b>	Mathew, Stolow, Kay, Mossière & Meintel	<b>Short Assignment 5</b>

<b>Issue 2: Being Gay in Uganda</b>		
<b>29 / 31 Mar</b>	van Klinken, Ogle, McAlister	
<b>5 / 7 / 12 April</b>		<b>Student Presentations</b>

## ASSIGNMENTS

- **Short assignments – 30% - See syllabus for due dates.**

We will discuss each one briefly beforehand. See below for instructions. The purpose of each one is to more deeply explore a subject and prepare you for class discussion by putting assigned texts into conversation with one another or by guiding you in primary source research online.

- **Independent / Small Group Paper: 55%**

Proposal: 5% -- 24 Feb

Final Paper 30% -- 21 April

Presentation 15% -- April 5, 7, or 12 (you will choose a date)

This is your opportunity to explore a topic of interest to you that bears some relation to the course. You will be building skills related to analysis of a primary source, in the context of secondary sources. Your paper should be 2000-2500 words (5-7 double-spaced pages), not including endnotes/footnotes.

*You may work in pairs. Please speak to me and we can work out the terms.*

For your paper you must analyze ONE primary source. A primary source is a text that is NOT written by an academic (so it could be, e.g., a historical document, a novel, a newspaper article, a website, an interview, an image. You could also use a case study produced by a scholar, assuming it is 'raw data' and not part of their analysis). You must choose one but you can focus on a grouping (say, of newspaper articles about a particular topic).

### **Proposal**

About one page and can be in point form. I just want to make sure you're on the right track. You should get full marks if you answer the following:

- (a) What is the primary source you will examine?
- (b) What themes will you engage? (This can change but give me a sense of what interests you; \*\*CONNECT these themes to what we've been discussing in this course or will be discussing in the weeks to come.
- (c) What secondary sources have you identified? You must list 3.
- (d) Optional: your proposed organizational structure

NB: A PRIMARY source is produced by the people in question. It is the material being analysed. A SECONDARY source is written by a scholar, giving context or analyzing a primary source.

NB: to get full marks on your proposal, you must include a full citation for the secondary sources and primary source. That means you must include AUTHOR, TITLE, PUBLISHER, DATE.

When choosing a primary source, ask yourself if there is a topic or person in the course about which you'd like to read more or a topic that interests you that we aren't covering. Once you have a topic in mind, there are a few ways to identify a good primary source. Try the following:

- Google! (always a good bet). If you want to close read an image, try Google images or art books and art gallery websites.
- Academic journals (try search engines like ATLA, EBSCO or JSTOR – type in key words. A good journal to check out is Religion and American Culture. If there is a pertinent article, look at their footnotes. What primary sources are they using?
- Look in textbooks on our subject matter. Textbooks sometimes list primary sources to read. Some are called “Documentary readers” and are made up of a series of primary sources.
- Archives' websites (and archives.org) have accessible primary sources too.

### **Presentation**

One of the objectives of this seminar course is to improve your ability to communicate material and ideas orally to a small audience. To this end, I ask you to

make a short (10 minute) presentation of your paper. It will also give you a chance to organize your thoughts and get feedback.

Effective oral presentation depends on three things:

- Your ability to select and synthesize the key substance of your paper
- Effective preparation to communicate in a relaxed, fluid and clear way
- Appropriate use of audio-visual material or written handouts

1. Selection and synthesis: Remember you have only 10 minutes to tell your audience about what may sometimes be quite long and complex ideas. Don't try to cover everything. Use your judgment to pick out the key ideas, describe a key study and its findings. Your ability to evaluate critically what you have read is one of the criteria upon which you will be marked. It will also be a useful stimulus for discussion with the rest of the group. It is often helpful to begin by providing a bit of background material ('the big picture') on the content. Spend about 2 minutes on this context, just in terms of what is needed for your audience to understand your paper. Avoid summarizing general historical or contemporary issues and definitely do not summarize articles you have read.

2. Preparation: Prepare your talk so that you can engage the interest of your audience. It is greatly preferable if you can avoid reading a prepared script verbatim because this usually makes it harder for the audience to follow. Instead, try to have summary notes (or cards) that contain the key points you wish to convey and speak about these extemporaneously (you may wish to use a powerpoint presentation instead of written guides). This will make your talk much more interesting, and will also allow you to monitor your audience's reactions, to judge whether you need to speed up (rarely), slow down (probably!), or repeat something (occasionally). With a couple of rehearsals before the seminar you should be able to gauge the duration of your presentation reasonably accurately. During your presentation, remember to talk more slowly than you would in normal conversation.

3. Presentation aids: Key ideas or research data are often best presented visually, on either in a powerpoint presentation or a written handout (which you can email ahead of time). Don't try to cram too much information on each slide, and make sure you write (or type) using large, legible script. Careful use of such visual aids will also help you to speak 'on' your material rather than reading directly from a card or piece of paper. Don't be afraid to invite your audience to participate, especially at the end of your presentation where it can be valuable if you finish with some provocative questions or comments to which they can respond.

## Paper

To analyze the primary source, you will choose a particular theme or question. In order to situate your text and answer the question, you must refer to minimum FOUR secondary sources (that is, written by academics about the topic/period/etc).

One of your secondary sources can be from our syllabus. Three must be of your choosing. You can, of course, choose more than 4 sources.

In order to write a successful paper, please think about the following:

- Situate the primary source within its historical and cultural framework: what led to its creation? What impact does it have? How does the author or creator of the primary source situate it vis-à-vis the issues of the day?
- How does this source engage themes in our class?
- What does the source say about the theme/question YOU are posing, with help from secondary sources? Is it indicative of a trend? Is it an outlier to a broader trend? Focus only on those parts of the primary source that help you prove the point you are trying to make in the paper.

Hints for a successful paper:

- ✓ Choose clear examples from your texts to illustrate your points. Cite page numbers. Offer short quotes from the text as evidence.
- ✓ Quoted material should be properly contextualized – who is saying it and why – and limited to a line or two. It's a short paper! Don't swamp your own writing with "xxx".
- ✓ Reread your paper for spelling/grammar errors. They will affect your grade.
- ✓ Carefully ORGANIZE your paper around 2-4 main points that illustrate your chosen theme. Offer a short intro to orient your reader to the main points of your essay.

### A Note on Format

Please read the following carefully and do not email about citation format. If something is not clear about formats, the answers are online.

All assignments should be written in 12 pt font, Times New Roman, double spaced, normal margins. Source citations can be in any format (in text, footnotes, or endnotes). You must include a List of Works Cited at the end. I am not picky about citation format but you must keep it consistent. Some examples are below. In your list of works cited you must include AUTHOR,

TITLE, PUBLISHER, DATE. The citations in text or in foot/endnotes must include the PAGE of the quote or idea you are citing. If this information is missing you may lose points.

## SHORT ASSIGNMENT INSTRUCTIONS

### 1: World Map (part of participation grade – 3%)

Please come with *an image of a map of the world*. Think outside the box: maps can look like many things depending on the historical era or culture in which they were created. Please email the image to me before class. Include a 2-3 sentences (no more than 200 words) explaining (a) what it is (b) where you found it (c) why you chose it.

### 2: *Things Fall Apart* (5%)

Comment on one main point or idea in *Things Fall Apart* in 300-500 words. I will send out reading questions to help guide your reading. Please discuss ONE of them in the Assignment.

To get full marks, make sure to focus on just one reading question and use clear examples and quotes from the text. Your response should not be organized like a formal essay with an introduction and conclusion, but it should be clearly organized around a few key points with supporting evidence from the text.

### 3: Mapping Mary (5%)

You will be assigned a “Mary” (a Marian apparition) from somewhere in the world. You must look up this Mary online and answer each question on the template that will be provided in point form. For full marks, you must use at least THREE online sources. Any source is fine, including Wikipedia, but try to balance the perspective of believers and outsiders (e.g. scholars or journalists), while also being clear to which group you refer when you are providing your responses. Your job is not to find out everything there is to know about ‘your’ Mary and there is no single correct answer. I want to see that you made an effort and clarified some relevant information. Once filled in, the form should be 1-2 pages long. You will discuss each of your ‘Marys’ in your small groups and in preparation for class will come up with a least of a few similarities and differences that your examples provide. Using these lists, we will create a template in class for better understanding Marian apparitions as a global phenomenon.

- 4: Website Analysis (5%)

Choose a website associated with a Christian church or ministry. You may choose any one you like, but please do consider exploring different kinds of Christianity and churches/ministries outside of North America.

Please consider all facets of the site, including words, images, videos, and financial reports. You will then fill in the template form that is provided. Point form is fine. Your final product must be 500 words minimum (your responses, not the template as a whole) and can be up to 750 words. You may write, "Not clear" or "not applicable" in response to some questions but for full marks I want to see evidence that you've made an effort to answer most of them to be the best of your ability.

- 5: Interview: Pedagogy laboratory (10%)

To complete this assignment, you must choose an interviewee who immigrated to Quebec from outside of Canada. He/she can be a recent immigrant (or international student) or someone who has been here a long time, but please choose someone who has clear memories of having lived in another country, not someone who left as a baby. Your interviewee should be someone who identifies as having a religion (Christianity or something else) but they can be very practicing or less so.

You will conduct an informal interview by asking the questions on a form that will be provided. Please use Facetime/Skype or ask the questions in person. Jot notes and do not record. You can fill out the answers in point form, but give enough information to make it understandable. You can use your own words to describe their answers and/or quote from them directly if they put things in a particular good way. The total assignment should run about 2 pages. For each answer, ask your interviewee to offer a specific example to clarify (they might not always be able to think of something, but you should still ask).

*NOTE: Successful short assignments will generally also follow the same rules of organization and clarity as a longer paper.*