

Dr. Karl W. Lampley
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Office Hours: Wednesdays, 1-2:30pm and by appt.

RSOC 184
Race and Religion in the U.S.
MW 3:30-5:15pm, Kenna 214

Course Description

Religion and race constitute two of the central themes of American history and the distinctive development of American culture and society. This course traces the complex and contested relationship of these themes through a variety of social and historical contexts. Using both primary and secondary sources we will wrestle with the meaning of race and the central role that religion has played in the constructing and challenging of the idea of race in America. We will investigate the dynamic interrelationship between race and religion, in particular the shifting and varied ways in which racial categories have been used to shape and understand religion and religious identity in the United States.

Required Texts

Henry Goldschmidt and Elizabeth McAlister, eds. *Race, Nation, and Religion in the Americas*. New York: Oxford University Press, 2004. [RNR]
Edward J. Blum and Paul Harvey, *the Color of Christ: The Son of God and the Saga of Race in America*. Chapel Hill: University of North Carolina Press, 2012. [COC]
Martin Luther King, Jr. Edited by James M. Washington. *I Have a Dream: Writings and Speeches that Changed the World*. New York: Harper One, 1992.
James Baldwin, *The Fire Next Time*. New York: Vintage International, 1993.

Additional Readings: Readings not included in the above texts will be posted on Camino.

Course Objectives

At the end of the course, students will be able to:

- Demonstrate an understanding of the concept of race as a social construction
- Demonstrate an understanding of the interconnections of race and religion in the U.S.
- Describe social and historical change over time in the relationship between race and religion in American history
- Identify associations and connections between contemporary racial and religious issues and the complex history of race and religion in the United States

Core Curriculum: Religion, Theology and Culture 3

The study of Religion, Theology and Culture forms an important component of a Santa Clara education. This course fulfills the requirement for the third course in Religion, Theology and Culture (RTC 3). In order to earn RTC 3 credit, students must have completed both RTC 1 and RTC 2 courses, and have earned at least 88 units (transfer students, excepted). RTC 3 is part of the Explorations dimension of the Core Curriculum. It builds upon the first two RTC courses, applying insights from the study of religion to difficult, open-ended questions of vital interest to contemporary societies. As an RTC 3 course, this class will enable students to:

- (1) Identify diverse perspectives and evaluate ethical positions on contemporary questions
- (2) Evaluate and apply insights from the study of religion to open-ended questions facing contemporary society

American Studies Pathway and Race, Place & Social Inequality Pathway

This course is associated with the American Studies Pathway and Race, Place & Social Inequality Pathway: You can find information about Pathways on the Core Curriculum website <http://scu.edu/core> including specific Pathways, all courses associated with them, and the Reflection Essay prompt and rubric used to evaluate the final essay you will submit.

<http://www.scu.edu/provost/ugst/core/pathways/managing-your-pathway-work/>

SAVE YOUR WORK FROM THIS CLASS. If you declare an American Studies or Race, Place & Social Inequality Pathway, you may use a representative piece of work from this course as one of the Pathway materials you will upload via eCampus during your junior or senior year. Therefore, we recommend that you keep electronic copies of your work using Dropbox or Google Docs, in addition to saving copies on your computer or flash drives. This may ensure you will have a range of choices for retrieving your saved files when you analyze and assemble your Pathway materials in preparation to write the Pathway reflection essay.

Course Requirements

Intellectual Engagement:

Your presence and participation is essential to your success in this course, and to the success of the course as a whole. Discussion of assigned texts forms a key aspect of this third-level religious studies course. As a result, the intellectual engagement grade extends beyond mere attendance to emphasize active engagement with course materials. Attendance is only a necessary pre-condition for this engagement, not a measure of it. Intellectual engagement will be determined by the extent to which you come to class prepared and are willing and able to discuss the assigned readings. For each class meeting, you should have the assigned reading with you and you should be prepared with questions, comments, and observations about the assigned readings and discussion topics, as well as completing any additional assignments for the day's class. Missing three or more classes will negatively impact your Intellectual Engagement grade for each absence. (*Core 3.1 and 3.2*)

Prep Sheets:

In order to foster Intellectual Engagement and to facilitate class discussion, each student must turn in a type-written "prep sheet" on the required reading(s) for each class meeting. The prep sheets ask students to:

- (a) Demonstrate an understanding of the basic argument of each reading
- (b) Identify specific passages that are turning points in the argument, useful examples of the argument, and/or problematic to the author's argument
- (c) Create critical questions to engage the readings
- (d) Connect with previous readings and discussions and/or contemporary issues
- (e) Identify what is confusing or unclear in the readings

The type-written prep sheets will be turned in at the end of each class. Failure to submit two or more prep sheets will negatively impact the Intellectual Engagement grade for each missing prep sheet.

Late submissions will not be accepted. (Core 3.1 and 3.2)

Critical Essays:

Students will write four critical analysis essays, one on each of the required reading texts, which entail a deeper and more focused engagement of assigned reading and course subject matter. Topics will be posted approximately two weeks in advance of the due date noted in the class schedule below. (*Core 3.1*)

Final Project:

In an effort to accommodate students' varying interests, there are three options for the final project. Regardless of which option you choose, your final project should be 8-10 pages (2000-2500 words). A paragraph description of your project choice is due on Nov. 5. (*Core 3.1 and 3.2*)

Option One: Identify three related primary sources (e.g., document, book, film, music, or artwork) that illustrate the relationship between religion and race in the United States. Drawing on course readings and discussions, analyze and interpret the three sources in relationship to each other and to the course content. Your project should consider the particular context out of which your sources emerge and the larger historical context and assumptions that shaped that context. Your analysis should also be attentive to the multiple perspectives from which the sources can be analyzed (e.g., religious, racial, gendered, economic, spiritual, material, etc.) and suggest how the sources and your analysis of them illuminates the ongoing complexity of the intersection of religion and race in America.

Option Two: Choose a scholarly book that analyzes the relationship of religion and race and write a review essay that critically analyzes the book in light of the course readings and discussions. Your review should consider both the particular context and concern of the book and its assumptions, historical and interpretive, which shaped that context. Your analysis should also evaluate and critique the strengths and weaknesses of the book's primary themes and arguments as well as the extent to which the book is attentive to the multiple and multidimensional perspectives from which the intersection of race and religion can be analyzed and examined. You should assert how the book does and/or does not illuminate the ongoing complexity of the intersection of religion and race in America.

Option Three: A third option is a traditional research paper in which you explore a particular theme, idea, or question that sparks your interest. Your topic can be historical or contemporary and may pursue in greater depth a topic covered in class or explore something entirely different within the course theme of race and religion. Your research must include real library resources beyond the internet and should consider the particular context out of which your theme, idea or question emerges and the larger social and historical context and assumptions that shaped that context. Your analysis should be attentive to multiple perspectives of analysis and suggest how your research illuminates the ongoing complexity of the intersection of religion and race in America.

Students are strongly encouraged to meet with the professor in planning their final projects.

Late Paper Policy

Late papers will be reduced at least one full grade for each day late unless negotiated with the professor prior to the due date. Papers turned in too late or not at all will receive a 0 and no credit for the assignment. No credit for late prep sheets.

Grading

Intellectual Engagement (including prep sheets)	20%
Essay # 1	10%
Essay # 2	15%
Essay # 3	15%
Essay # 4	15%
Final Project	25%

Final grades will be based on the following scale: A (95 and above); A-(90-94); B+ (87-89); B (84-86); B- (80-83); C+ (77-79); C (74-76); C- (70-73); D (60-69); F (below 60). Final grades are not negotiable and cannot be changed, except in the case of clerical error.

The Santa Clara University *Undergraduate Bulletin* identifies the standards for grades as follows: A (excellent), B (good), C (adequate), D (barely passing), F (not passing)

Disability Accommodation Policy

To request academic accommodations for a disability, students must be registered with Disabilities Resources, located in Benson, room 216. If you would like to register with Disabilities Resources, please go on-line to www.scu.edu/disabilities or visit their office or call at (408) 554-4109. You will need to register and provide professional documentation of a disability prior to receiving academic accommodations.

Academic Integrity

Students are encouraged to collaborate, share ideas, and ask questions of one another. However, all written work must be your own and clearly distinguishable from the work of others. When you present others' work as your own, or fail to properly cite the contributions of others to your own work, you have engaged in plagiarism. It matters not whether the work is from a fellow student, the world-wide web, or a traditional printed source. If you have any questions as to what constitutes plagiarism, do not hesitate to ask the instructor. Santa Clara University and the Religious Studies Department take seriously the commitment to academic integrity. Any violations, including plagiarism or cheating, may result in an "F" and referral to the Office of Student Life.

Course Schedule

(Schedule and Reading subject to change if necessary)

- Mon, Jan 4: Course Overview—Race and Religion in the U.S.
(Definition of Race; Modern Concept of Race; Race in the U.S. Context)
- Wed, Jan 6: Reading: Introduction [RNR]
(Secularism; Co-constitution of Race, Nation, and Religion)

Colonial Constructions of Race and Religion

- Mon, Jan 11: Reading: Introduction & Chapter 1 [COC]
(White American Jesus; Age of Iconoclasm)
- Wed, Jan 13: Reading: Chapter 1 [RNR]
(Native American Religions)
- Mon, Jan 18: Martin Luther King Jr. Holiday**
- Wed, Jan 20: **Essay #1 due in class or by 5:15pm to Professor Lampley's office**
Reading: Chapter 2 [COC]
(Revolutionary Visions)

Race and Religion in the Nineteenth Century

- Mon, Jan 25: Reading: Chapters 3-4 [COC]
(Antebellum America; Black Slave Religion)
- Wed, Jan 27: Reading: Chapter 3 [RNR]
(Religion and the Construction of White America)
- Mon, Feb 1: Reading: Chapter 5 [COC]; Chapter 5 [RNR]
(Civil War; Reconstruction; “Immigrant Problem”)

Race and Religion in the Early Twentieth Century

- Wed, Feb 3: **Essay #2 due in class or by 5:15pm to Professor Lampley’s office**
Reading: Chapter 7 [RNR]
(Catholicism and Creole Identity)
- Mon, Feb 8: NO CLASS**
- Wed, Feb 10: Reading: Chapter 6 & 7 [COC]; Chapter 8 [RNR]
(Age of Imperialism; Great Depression; North American Racial Binary)

Race and Religion in the Civil Rights Era

- Mon, Feb 15: President’s Day Holiday**
- Wed, Feb 17: Reading: Chapter 10 [RNR]
(Race, Religion, and “Civilization”)
- Mon, Feb 22: Reading: Chapter 8 [COC];
Selections from Martin Luther King, Jr.—*I Have a Dream*:
 - Letter from a Birmingham Jail (1963);
 - I Have a Dream (1963);
 - Nobel Peace Prize Acceptance Speech (1964)(Harlem Renaissance; Black Christ)
- Wed, Feb 24: **Description of Final Project topic due at beginning of class**
Reading: Selections from Martin Luther King, Jr.—*I Have a Dream*:
 - Nonviolence: The Only Road to Freedom (1966);
 - A Time to Break Silence (1967);
 - I See the Promised Land (1968)(Civil Rights Era; Liberation Theology)

Race and Religion in Popular Culture

- Mon, Feb 29: Reading: Chapter 12 [RNR] & Chapter 9 [COC]
(Hollywood Imagination; Digital Age)

Wed, March 2: **Essay #3 due in class or by 5:15pm in Professor Lampley's office**
Reading: Epilogue [COC]
(Humor; Imagery; Art)

Mon, March 7: Reading: Baldwin, *Fire Next Time*

Wed, March 9: **Essay #4 due in class or by 5:15pm in Professor Lampley's office**
No Reading: Course Conclusion

****Final Project due March 17th in Professor Lampley's box by 4pm (*Religious Studies Department, Kenna 323*)**