

RSOC 51
RELIGION IN AMERICA
MWF 4:45-6:30PM | 105 Kenna Hall

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Kenna 311

Winter 2016
Office Hours: MW 12:30-1:30PM, by appointment

Course Description

This course provides an introduction to the development, character, and impact of religion in the United States from the pre-colonial era to the present. Course readings and discussions will center on the relationship between religion and the development of American culture. We will explore the variety of religious traditions and experiences, including architecture, music, practice, ritual, scriptures, and texts, that have shaped and been shaped by the American context. Given the time constraints of a quarter, the course cannot be exhaustive. Instead, we will examine representative episodes in American religious history that highlight larger themes and major turning points. Along the way we will draw upon a variety of methodological approaches, including anthropology, several subfields of history (cultural, intellectual, social), and literary and scriptural studies. The course will proceed in a chronological order. Among the topics covered are Native American traditions, colonial religious impulses, slavery, revivalism, spiritual creativity, religion and war, immigration, race, church and state, and modern religious pluralism.

Course Objectives

By the end of the course, students should:

- have a familiarity with major movements, moments, and turning points in American Religious History.
- identify major themes that connect different periods, places, and movements across the span of American religious history.
- be able to analyze a variety of sources (texts, music, architecture, rituals, etc.) in the larger context of American religious history.
- be able to provide historical context for characterizations about the supposed abundance or decline of religiosity in the United States.

Core Curriculum: Religion, Theology and Culture 2

The study of Religion, Theology and Culture forms an important component of a Santa Clara education. This course fulfills the requirement for the second course in Religion, Theology and Culture (RTC 2).

Students must have completed RTC 1 in order to earn RTC 2 credit for this course (transfer students excepted). The RTC 2 course is part of the Explorations dimension of the Core Curriculum. It aims to foster the breadth of knowledge, habits of mind and heart, and values needed for contemporary life. In particular, as an RTC 2 course, we will focus on:

1. analyzing complex and diverse religious phenomena
2. drawing on multiple disciplinary approaches to analyze religion in the United States; and
3. critically articulating the way belief has shaped and continues to shape the experience and practice of American identity, ourselves included.

American Studies Pathway

This course is associated with the American Studies 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/resources/>

SAVE YOUR WORK FROM THIS CLASS. If you declare an American Studies 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 own 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.

Textbooks

The following texts are required and are available for purchase at the University Bookstore:

R. Marie Griffith, *American Religions: A Documentary History* (2007) – ISBN-13: 978-0195170450 [In course schedule as AR]

Brian Moore, *Black Robe* (1997) – ISBN-13: 978-0452278653

David Walker, *David Walker's Appeal to the Coloured Citizens of the World, but in particular, and very expressly, those in the United States of America* (1995) – ISBN-13: 978-0809015818

Additional Required Readings: All of the readings not included in the above texts will be available on Camino. Supplemental readings may be announced or distributed during the quarter.

Course Requirements

Intellectual Engagement (15 Points): Discussion forms an important part of this course, to the Jesuit commitment to “educating the whole person,” and to the humanities endeavor more broadly. This means the course will only be as good as its participants, including every student and the professor. Students are expected to come prepared to discuss the assigned readings at each class session in a thoughtful and lively manner. Attendance is only a necessary pre-condition for participation, not a measure of it.

The intellectual engagement grade is based not only on attendance, but more importantly, on preparation and engagement of class material (i.e. regularly asking questions and participating in class discussions). Students should bring the assigned text(s) to each class meeting. Because attendance is a precondition for intellectual engagement, students who miss more than one class will lose at least one point per absence. The use of electronic devices for purposes other than direct course engagement is disruptive to the intellectual environment of the classroom and will adversely affect one’s intellectual engagement grade. (Core objectives 1, 2, 3)

Family Religious Tree (10 Points). Write a narrative of your family religious tree. Tracing back your relatives as far back as you can, describe and analyze their religious affiliations. Pay particular attention to when and why changes take place (immigration/migration, geography, marriage, etc.). What trends emerge? What generalizations can you make about the religious background and experience you bring to the American religious landscape? How does it compare to the assigned readings on religion and immigration? Are there any ways that your story confirms or challenges characteristics of the American religious experience that have emerged in course readings? (Core objective 3)

Critical Research Essay (20 Points): One 1200-1500 word essay (5-6 pages). Students will complete a critical research essay in which they explore a facet of religion in America not covered in the syllabus through a methodology introduced in the course. Topics and essay guidelines will be posted on Camino in advance and will require students to conduct library research to identify two academic articles through which scholars address the topic through two different methodologies. Essays should be well-written, with a clear, focused thesis statement, supporting evidence and critical analysis, be free of grammatical and spelling errors, and

include citations when appropriate (see note on academic integrity below). Students who struggle with paper organization, research, grammatical correctness, or proofreading should visit the Drahmman Center for writing support prior to writing the paper and after completing a draft. Students are also *strongly encouraged* to meet with the professor to discuss the paper well before they begin writing. (Core objectives 1, 2)

Format Guidelines for Papers: As with every paper you write as a university student, your papers for this course should be well organized and clear, with minimal grammatical errors and typos. If these are areas of challenge for you, please visit the Drahmman Center for help with planning, writing, and proofreading your papers. Please format your papers as follows: double-spaced, 1-inch margins, Times New Roman 12 point font. Make sure that your name is on the paper and that there are page numbers on every page. Staple the pages of the paper in the upper left-hand corner before turning it in. Up to 5 points will be deducted for not conforming to these guidelines. Please print on both sides of the paper to reduce paper waste if at all possible.

Exams (55 Points): Both the midterm and the final exam will contain two sections: (Core objectives 1, 2)

1. The first will be a series of short answers (identifications) in which students will demonstrate their familiarity with the variety phenomena that scholars of religion in America use to understand the role of religion in the United States.
2. The second section will require students to write a thematic essay or essays, drawing upon the variety of phenomena and multiple methods to construct thematic trajectories that make connections across historical time periods and the diversity of religious expression in America.

LATE POLICY

Assignments turned in late will penalized a minimum of one point per day late. Exception: No credit will be given for reflect & respond papers turned in late (see assignment description above).

GRADING

Grading is based on a possible 100 points for the quarter, weighted as follows:

Intellectual Engagement	15 Points
Religious Family Tree	10 Points
Essay	20 Points
Midterm	20 Points
Final	35 Points

For each written assignment, students will receive feedback intended not only to evaluate critically that assignment, but also to offer constructive suggestions for improvement on future assignments. In addition, students are encouraged to meet individually with the instructor for additional feedback as necessary and desired.

Final grades will be based upon the following scale:

A (95-100); A- (90-94); B+ (87-89); B (83- 86); B- (80-82); C+ (77-79); C (73-76); C- (70-72); D (60-69); F (below 60). Final grades are not negotiable, and cannot be changed, except in the case of clerical error.

Grade values are based on the Undergraduate Bulletin, which defines grades as follows: A (excellent), B (good), C (adequate), D (barely passing), F (not passing).

COUSE POLICIES

Attendance

Attendance will be taken in each class. Prompt attendance for each class session is required. **More than two excused or unexcused absences will negatively impact a student's final grade.** Arriving late or leaving early more than three times will count as an absence. If students must miss a class, it *is their own responsibility to*

get notes from a classmate and make up missed work. The professor *will not* meet with students during office hours to make up material from missed classes.

Academic Integrity

Students should read and understand the University's policy with regard to academic integrity:

<http://www.scu.edu/academics/bulletins/undergraduate/Academic-Integrity.cfm>.

Suspected violations of academic integrity ("e.g., plagiarism, falsification of data, misrepresentation of research...and other acts generally understood to be dishonest") will be investigated immediately, and students shown to have violated the University academic integrity policy will receive a failing grade on the assignment and may also fail the course.

It is worth noting that what constitutes plagiarism is often misunderstood, and students often plagiarize unintentionally. Students are advised to take particular care when quoting, summarizing, or paraphrasing another source in writing assignments or oral presentations so that the student does not appear to be representing the words, thoughts, or ideas of the source as her or his own. The University of North Carolina provides a handout on plagiarism that may be helpful for students to review:

<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>.

Disability Accommodation

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, www.scu.edu/disabilities as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. Students who have medical needs related to pregnancy or parenting may be eligible for accommodations.

While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at 408-554-4109.

Electronic Devices

Students may use laptops for note taking and group work in class, including online research. However, cell phones, PDAs, pagers, mp3 players, and other electronic devices are not permitted. Students may not make or respond to phone calls or text messages nor may they send or receive emails or update social networking statuses during class.

Should the use of *any* electronic devices by *any one student* to be disruptive, the privilege of using laptops will be revoked for *all students* and the offending student(s) will be marked absent for that class session.

Cell phones or other electronic devices used for personal communications in class (e.g., texting, tweeting, posting) will be removed from the offending student and returned at the end of the quarter.

Title IX Statement

Santa Clara University upholds a zero tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic and dating violence or stalking, we encourage you to tell someone promptly. For more information, please go to www.scu.edu/studentlife and click on the link for the University's [Gender-Based Discrimination](#)

[and Sexual Misconduct Policy](#) or contact the University's EEO and Title IX Coordinator, Belinda Guthrie at 408-554-3043 or by email at bguthrie@scu.edu. Reports may be submitted online through www.scu.edu/osl/report or anonymously through Ethicspoint: www.ethicspoint.com <http://stage-www.scu.edu/hr/quick-links/ethics-point/>

While I want you to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that there are some reporting requirements that are part of my job at Santa Clara University. For example, if you inform me of an issue of harassment, sexual violence, or discrimination, I will keep the information as private as I can, but I am required to bring it to the attention of the institution's EEO and Title IX Coordinator. If you inform me that you are struggling with an issue that may be resulting in, or caused by, traumatic or unusual stress, I will likely inform the campus Student Care Team (SCU CARE).

If you would like to reach out directly to the Student Care Team for assistance, you can contact them at www.scu.edu/osl/report. If you would like to talk to the Office of EEO and Title IX directly, they can be reached at 408-554-3043 or by email at bguthrie@scu.edu. Reports may be submitted online through www.scu.edu/osl/report or anonymously through Ethicspoint: www.ethicspoint.com. Additionally, you can report incidents or complaints to the Office of Student Life (OSL), Campus Safety Services, and local law enforcement. For confidential support, contact the Counseling and Psychological Services office (CAPS), the YWCA, or a member of the clergy (for example, a priest or minister).

Finally, please be aware that if, for some reason, our interaction involves a disruptive behavior, a concern about your safety or the safety of others, or potential violation of University policy, I will inform the Office of Student Life. The purpose of this is to keep OSL apprised of incidents of concern, and to ensure that students can receive or stay connected to the academic support and student wellness services they need.

Course Schedule

(Tentative: Schedule and readings subject to change)

Date	Topic	Assignment
Jan 4	Introduction	Contact, Conflict and Combination in American Religious History
THE SIXTEENTH CENTURY: RELIGION, CULTURE, AND DIVERSITY BEFORE COLONIZATION		
Jan 6	Religion in Native America	Native American Creation Myths [Camino] James A. Sandos, "Junípero Serra's Canonization and the Historical Record" [Camino]
Jan 11	Religion in the Atlantic World	<i>Inter Caetera</i> ; Ferdinand to Pope; Luther, "Letter to German Nobility" [Camino]; <i>The Bull Sublimis Deus</i> [AR]
THE SEVENTEENTH AND EIGHTEENTH CENTURIES: FROM COLONIZATION TO REVOLUTION		
Jan 13	Native-Colonial Encounters	<i>Black Robe</i> (entire book. No kidding.)
Jan 18	MARTIN LUTHER KING DAY	NO CLASS
Jan 20	The Southern Colonies: English Settlement and the Encounter of Black and White	** Family Religious Tree essay due at beginning of class** Angelina Grimke, An Appeal to Christian Women of the South [Camino]; Thomas Bacon, A Sermon for the Slaves of Maryland" [Camino] Phillis Wheatley, "On Being Brought from Africa to America" [AR]
Jan 25	New England and the Puritans:	John Winthrop, "A Model of Christian Charity" [AR];

Date	Topic	Assignment
	America as Chosen Nation?	David D. Hall, "A World of Wonder" [Camino]
Jan 27	The Middle Colonies and Religious Pluralism?	Roger Williams, "Letter to the Town of Providence"; William Penn, "A Persuasive to Moderation..." [AR]
Feb 1	The (so-called) Great Awakening and Other American Religious Transformations & Enlightenments	Jonathan Edwards, Some Thoughts Concerning the Present Revival of Religion in New-England; Charles Chauncy, Seasonable Thoughts on the State of Religion in New England [AR]
Feb 3	The Role of Religion in the New Nation, or Was the United States Founded as a Christian Nation?	Thomas Jefferson, "A Bill for Establishing Religious Freedom,"; James Madison, "Memorial and Remonstrance Against Religious Assessments" [AR]
THE NINETEENTH CENTURY: CONFLICT, CREATIVITY, AND CONSOLIDATION		
Feb 8	Religion, Slavery, and Anti-Slavery	David Walker's Appeal George D. Armstrong, from The Christian Doctrine of Slavery [AR]
Feb 10	**MIDTERM EXAM**	**MIDTERM EXAM**
Feb 15	PRESIDENTS' DAY HOLIDAY	NO CLASS
Feb 17	The Civil War and its Aftermath	Lincoln's Second Inaugural [Camino] W. E. B. Du Bois, "The Sorrow Songs" [AR]
Feb 22	Religious Conflict: Native America	Black Elk, Black Elk Speaks [AR] Songs of the Ghost Dance [Camino]
THE TWENTIETH CENTURY: CONTESTING AMERICA'S RELIGIOUS CHARACTER		
Feb 24	Religious Pluralism in America	Reading: TBD Guest speaker: Maha Elgenaidi, "Islam in American," Islamic Network Groups
Feb 29	Religion and Immigration	Russell Crowell, "Acres of Diamonds"; Dorothea Dix, "Memorial, to the Legislature of Massachusetts" [Camino]; Pittsburgh Platform [AR]
Mar 2	Church and State: Religious Freedom and American Religious Identity	"Summary of Select Supreme Court Cases" [Camino]
Mar 7	The Civil Rights Movement	King, Letter from Birmingham City Jail [AR]; Malcolm X, "Letters from Abroad," [AR]; Malcolm X, "God's Judgment on White America" [Camino]
Mar 9	Religious Diversity, Difference, and Indifference in Contemporary America	Drescher, Excerpt from <i>Choosing Our Religion: The Spiritual Lives of America's Nones</i> [Camino] Pew Research Center, "US Public Becoming Less Religious" [Camino]
Week of Mar 14	**FINAL EXAM** (Date TBD)	**Final Papers Due at the beginning of exam**