

Dr. Karl W. Lampley
Winter, 2017

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Kenna 301, (408) 551-3182

Office Hours: Wednesdays 2:15pm-3:15pm and by Appointment

RSOC 51

Religion in America

MWF 1:00-2:05pm, Kenna 218

Course Description

This course is an introduction to the historical development, character, and impact of religion in the United States from the pre-colonial period to the present era. Course readings and discussions will focus on the relationship between religion and the history of American culture and society. We will also explore the significance of methodology in the construction of American religious history, particularly with respect to women's religious history in the U.S., as well as the influence and power of religious narratives on the development and cultivation of U.S. identity. Given time constraints, the course cannot be exhaustive but will examine representative historical episodes that highlight larger themes and major turning points. The course will proceed chronologically to consider how the role of religion has changed, transformed, and/or stayed the same over the course of American history.

Required Texts

R. Marie Griffith. *American Religions: A Documentary History*. New York: Oxford University Press, 2007. [AR]

Catherine A. Brekus, Ed. *The Religious History of American Women: Reimagining the Past*. Chapel Hill: University of North Carolina Press, 2007 [RHAW]

Brian Moore, *Black Robe*. New York: Plume, 1997.

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

Course Objectives

At the end of the course, students should:

- Have 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 in the larger context of American religious history
- Be able to provide historical context for characterizations about the supposed abundance and/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 or intermediate course in Religion, Theology, and Culture (**RTC 2**). ***Students must have completed RTC1 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 phenomenon
- (2) Drawing on multiple disciplinary approaches to analyzing religion in the United States
- (3) Critically articulating the way belief has shaped and continues to shape the experience and practice of American identity, including ourselves and your generation

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 to evaluate the final essay you will submit. <http://www.scu.edu/provost/ugst/core/pathways/>

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 GoogleDocs, in addition to saving copies on your computer and/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 an important part of this course and students are expected to come prepared each class for a thoughtful and lively conversation. Attendance is only a necessary precondition for intellectual engagement, not a measure of it. Preparation, engagement of class material, and discussion of assigned reading as well as relevant questions, comments, and observations will determine the grade for the course. Use of electronic devices other than course related is extremely disruptive to the intellectual environment of the classroom and will adversely affect one's Intellectual Engagement grade. (Core objectives 1, 2, 3)

Attendance Policy:

Missing three or more classes will negatively impact your Intellectual Engagement grade for each absence.

Critical Essays:

Students will write two critical analysis essays that entail a deeper and more focused engagement of assigned reading and course subject matter. Essay #1 will be a four-page paper on a topic in American pre-colonial or colonial religious history. Essay #2 will be a seven-page paper on your choice of one of the required essays in Religious History of American Women. Topics and paper guidelines will be posted well in advance of the due date noted in the class schedule below. (Core objectives 1, 2)

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.

Exams:

There will be a midterm and final exams consisting of short answer and essay questions covering the major themes, events, and considerations in the course. A study guide will be provided for each exam.

Grading

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| Intellectual Engagement | 15% |
| Essay#1 | 10% |
| Essay#2 | 20% |
| Midterm Exam | 20% |
| Final Exam: | 35% |

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 9 Course Overview—Religion in America

The Sixteenth Century: Religion, Culture, and Diversity before Colonization

Wed, Jan 11 Native American Religions and Theology
Reading: Introduction [AR]; The Bull *Sublimis Deus* (1537) [AR]

The Seventeenth and Eighteenth Centuries: From Colonization to Revolution

Fri, Jan 13 Native American Religions and Theology
Reading: William Penn, "Letter to the Indians" (1681) [AR]

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| Mon, Jan 16 | Martin Luther King, Jr. Academic Holiday |
| Wed, Jan 18 | Religious Conquest in the Atlantic World Reading: Chapters 1-4, <i>Black Robe</i> |
| Fri, Jan 20 | Religious Conquest in the Atlantic World Reading: Chapters 5-8, <i>Black Robe</i> |
| Mon, Jan 23 | Religious Conquest in the Atlantic World Reading: Chapters 9-12, <i>Black Robe</i> |
| Wed, Jan 25 | Early Colonial Settlement Reading: John Winthrop, "A Model of Christian Charity" (1630) [AR]; Roger Williams, "Letter to the Town of Providence" (1654-55) [AR]; William Penn, "A Persuasive to Moderation" (1686) [AR] |
| Fri, Jan 27 | Puritan Women, Spiritual Power, and the Question of Sexuality Reading: Marilyn J. Westerkamp, Chapter 1 [RHAW] |
| Mon, Jan 30 | Puritanism, Witchcraft, Women's Spiritual Power Reading: Elizabeth Reis, Chapter 2 [RHAW] |
| Wed, Feb 1 | Review of Course Material Essay#1 due in class or by 3:30pm in Dr. Lampley's box in Religious Studies Department (Kenna 323) |
| Fri, Feb 3 | Great Awakening Reading: Jonathan Edwards, <i>Some Thoughts Concerning the Present Revival of Religion in New England</i> (1743) [AR]; Charles Chauncy, <i>Seasonable Thoughts on the State of Religion in New England</i> (1743) [AR] |
| Mon, Feb 6 | Religious Freedom/Christian Nation Reading: Thomas Jefferson, "A Bill for Establishing Freedom" (1779) [AR]; James Madison, "Memorial and Remonstrance against Religious Assessments" (1785) [AR] |

The Nineteenth Century: Conflict, Creativity, and Consolidation

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| Wed, Feb 8 | Women and Protestant Spirituality in Early America Reading: Janet Moore Lindman, Chapter 5 [RHAW] |
| Fri, Feb 10 | Mormonism Reading: Joseph Smith, <i>The Articles of Faith</i> (1842) and <i>Revelation</i> (1835) [AR] |
| Mon, Feb 13 | Transcendentalism Reading: Ralph Waldo Emerson, <i>Harvard Divinity School Address</i> (1838) [AR] |
| Wed, Feb 15 | Religion: Slavery and Anti-Slavery Reading: George D. Armstrong, <i>The Christian Doctrine of Slavery</i> (1857) [AR] |

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| Fri, Feb 17 | U.S. Civil War and its Aftermath Reading: W.E.B. DuBois, "The Sorrow Songs" (1903) [AR] |
| Mon, Feb 20 | MIDTERM EXAMINATION |
| | The Twentieth Century: Contesting America's Religious Character |
| Wed, Feb 22 | Gender and Catholic Identity in Progressive Era Kathleen Sprowes Cummings, Chapter 8 [RHAW] |
| Fri, Feb 24 | Reform Judaism, Jewish American Literature, and Americanization Political/Post-Holocaust Theology Reading: Mary Antin, from <i>The Promised Land</i> (1912) [AR]; <i>Pittsburgh Platform</i> (1885) [AR] |
| Mon, Feb 27 | Early Comparative Study of Religion Reading: William James from <i>The Varieties of Religious Experience</i> (1902) [AR] |
| Wed, March 1 | Fundamentalism, Theological Realism Reading: Harry Emerson Fosdick, <i>Shall the Fundamentalists Win?</i> (1922) [AR]; Reinhold Niebuhr, <i>The Irony of American History</i> (1952) [AR] |
| Fri, March 3 | Theology and the Social Gospel Reading: Walter Rauschenbusch, from <i>A Theology for the Social Gospel</i> (1917) [AR] |
| Mon, March 6 | Civil Rights Movement Reading: Martin Luther King, Jr., <i>Letter from Birmingham City Jail</i> (1963) [AR] |
| Wed, March 8 | Civil Rights Movement Reading: Malcolm X, <i>Letters from Abroad</i> (1964) [AR] |
| Fri, March 10 | Religion and Social Movements Reading: Ann Braude, Chapter 9 [RHAW] |
| Mon, March 13 | Catholicism, Race and Gender Reading: Amy Koehlinger, Chapter 10 [RHAW] |
| Wed, March 15 | Liberation Theologies (No Reading) |
| Fri, March 17 | Course Conclusion Essay#2 due in class or by 3:30pm in Dr. Lampley's box in Religious Studies Department (Kenna 323) |
| Final Exam TBA | |