Course Description

From the founding of the “first American” city of Jamestown to the 1970s mass-suicide of the People’s Temple in Jonestown, this course will provide a thematic and chronological framework for understanding the diversity of Christianities in American history and culture. Christianity has been a dominant force in American history, and it has been a very diverse force. In America, it seems there is no one way to be Christian. During the course, we will investigate the powerful social, cultural, political, and intellectual role religion has played throughout our nation’s past.

Historically speaking, how one is Christian in the United States is closely related to one’s social status. Thus race and politics are key themes in this course.

This course will equip students with information to analyze arguments about religion in America’s past, present, and future.
Course Learning Outcomes

1. Map various themes, trends, texts, and people in American religious history across different time periods.

2. Assess how religion, colonialism, and identity have intersected in American history and culture.

3. Compare and critique how various Christian groups have related to one another and found their place in American culture.

4. Analyze and contextualize primary sources about American religious history and culture.

5. Identify the complex interactions between religious belief and practice and the rich historical, social, political, cultural, economic, and intellectual context in which religious people inhabit and live their religion.

Student Responsibilities

As a student enrolled in this course, you agree to do the following:

1) Come to class, arrive on time, and stay for the entire meeting. Make-up accommodations will only be offered for documented University approved activities, extreme illness (i.e., not allergies or a cold), or family emergency.

2) Complete assigned readings, in their entirety, on schedule. You should complete assigned readings by the start of the class meeting. And bring the readings to class.

3) Contribute to class discussions. You should come to class with questions and comments, prepared to participate in a lively discussion.

4) Complete all assignments, in a timely manner. I will allow extensions for in distressing cases of family emergencies and extreme illness. Otherwise late papers will be deducted a full letter grade for every day it is late, starting immediately at the beginning of class.

5) Ask for help when you need it. I am happy to assist students in their attempts to master course materials and successfully complete course assignments. Come to my office hours and I am always available via email.

Course Policies

I do not tolerate plagiarism or cheating. We are an intellectual and academic community, and all of us are responsible to act with integrity. All violations of the Gonzaga Academic Honesty Policy will result in a zero on the assignment. Plagiarism is the act of passing another’s work off as your own. For more on plagiarism consult the guide on blackboard. Plagiarism and cheating are serious academic violations.

The GU Academic Honesty Policy outlines the University’s expectations for the integrity of students’ academic work. Each student has the responsibility (1) to uphold the highest standards of academic integrity in the student’s own work, (2) to refuse to tolerate violations of academic integrity in the university community, and (3) to foster a high sense of integrity and social responsibility on the part of the university community. Click here for more on Academic Citizenship at Gonzaga.
**Requirements and Grading**

1) Primary Source Worksheets: Over the course of the semester, you will be required to fill out 6 primary source worksheets. The worksheet is due the class period the reading was assigned. Each worksheet is worth 50 points.

2) *Black Robe* Paper: You will write a 750-1000 word essay on the novel *Black Robe*. Worth 200 points.

3) Faux Primary Sources: You will need to write two 250 faux primary sources about any 2 events of your choosing from the semester’s material. Each is worth 75 points. Their due dates are on the schedule.

4) Jesuit Archive Assignment: Details TBA. Worth 150 points.

5) Final Essay/Unessay: You will write a 1200 word essay in reflection of the semester or complete an unessay. Due during finals week and worth 300 points.

6) Preparation: The least boring and most effective way to learn is to participate fully in the process. You are expected to contribute to the success of this course by: reading the assigned materials, attending every class, taking notes, listening respectfully, and contributing to class discussions. Also included in your preparation grade will be 11 pop quizzes each worth 20 points. These quizzes will cover the day’s reading assignment. At the end of the semester your lowest quiz grade will be dropped and your total quiz score determined from the remaining quizzes. Make up quizzes will only be offered for students with excused absences. Worth 300 points.

6 Worksheets: 300 points
Jesuit Archives: 150 points
*Black Robe* Paper: 200 points
Faux Primary Sources: 150 points
Final Essay/Unessay: 300 points
Preparation: 300 points
Total: 1400 points

1400-1255 points: A range
1254-1115 points: B range
1114-976 points: C range
975-837 points: D range
836 and below: F

---

**Course Policies**

Americans with Disabilities Act:
Students with disabilities who need academic accommodations should:
1. Register with and provide documentation to the Disability Resources, Education, & Access Management Center (DREAM).
2. Bring a letter to me from DREAM indicating the need for accommodation and what type. This should be done within the first two weeks of class.

Course Policies

RESPECT FOR MATERIAL, OUR SUBJECTS, AND YOUR PEERS
This is a course in religious studies and not confessional in nature; that is, we are not here to promote a particular religious viewpoint or to debate religious “truth.” Rather, we will be engaging religious materials as anthropologists, historians, and sociologists to understand their meanings for the people who have produced and used them.

You may have your own religious commitment; if so, throughout this course you will likely encounter opinions and religious beliefs and activities with which you do not agree. This does not make them unworthy of your study, consideration, and respect. I ask you to imagine yourself in the shoes of someone else whose practices and beliefs may differ from your own and yet carry immense meaning and value for that person. If your personal religious commitment is causing you to have difficulties doing this, please feel free to discuss it with me privately.

Furthermore, students will be expected to communicate in a civil manner at all times, both in and out of the classroom. This means that interactions are to be carried out in a polite, courteous, and dignified way. Treat your peers and the subject material with respect.

A NOTE ON HARASSMENT, DISCRIMINATION AND SEXUAL MISCONDUCT
Consistent with its mission, Gonzaga seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and Gonzaga’s policy prohibit harassment, discrimination and sexual misconduct. Gonzaga encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to someone from the Campus and Local Resources list found in the Student Handbook: www.gonzaga.edu/studenthandbook about what happened so they can get the support they need and Gonzaga can respond appropriately. There are both confidential and non-confidential resources and reporting options available to you. Gonzaga is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please visit the following website: www.gonzaga.edu/titleix. My office is a safe space, but I am legally required to report sexual misconduct.

ATTENDANCE POLICY
According to the Gonzaga University attendance policy, if you miss more than 6 class meetings, you will receive a “V” for this class, which is the same as a “F.”
Course Schedule

Important: You need to come to class having already read the assigned reading for that day; in other words, readings are due the date listed.

**Week 1: Course Introduction**
- **Wednesday, Sept 2**: Syllabus; Class Expectations
- **Friday, Sept 4**: What is religion? What are American religions?
  Reading: “Introduction” in *Color of Christ* (*CoC*)

**Week 2: Colonial Colonization**
- **Monday, Sept 7**: No Class. Labor Day
- **Wednesday, Sept 9**: Native American Religions
  Reading: Author’s Note and Ch. 1-2 in *Black Robe* (*BR*); and Ch 1 in *CoC*
- **Friday, Sept 11**: New Spain
  Reading: *Sublimis Deus* in *American Religions* (*AR*); El Requerimiento” on blackboard

**Week 3: Colonial Colonization**
- **Monday, Sept 14**: New France
  Reading: “Jesuit Relations” on blackboard; and Ch. 3-4 in *BR*
- **Wednesday, Sept 16**: New England
  Reading: Ch 2 in *CoC*; and Ch. 5 in *BR*
- **Friday, Sept 18**: Puritans
  Reading: Winthrop “A Model of Christian Charity,” Mather “Sleeping at Sermons is a Great Evil,” and Mather “Wonders of the Invisible World” in *AR*

**Week 4: Making Early America**
- **Monday, Sept 21**: Revivalism & the First Great Awakening
  Reading: Ch 3 in *CoC*; and Ch 6 in *BR*
- **Wednesday, Sept 23**: Religion and the Atlantic Slave Trade
  Reading: Douglass “From *Narrative of the Life of an American Slave*” and Armstrong “The Christian Doctrine of Slavery” in *AR*
- **Friday, Sept 25**: Slave Christianity
  Reading: Ch 4 in *CoC*; and Ch. 7 in *BR*
Week 5: Making Early America
Monday, Sept 28: Black Robe Discussion
Reading: Finish BR

Wednesday, Sept 30: Religion and America’s Founding
Reading: Jefferson “A Bill for Establishing Religious Freedom” and Madison “Memorial and Remonstrance” in AR

Friday, Oct 2: Revivalism & the Second Great Awakening
Reading: Finney “From Memoirs” in AR

Week 6: 19th-century Christian Diversity
Monday, Oct 5: No class. President’s Day.
Black Robe Paper Due

Wednesday, Oct 7: Antebellum Spiritual Hothouse
Reading: “Evidence from Scripture and History” on blackboard

Friday, Oct 9: The Church of Jesus Christ of Latter-day Saints
Reading: Smith “Articles of Faith” and “Revelation” in AR

Week 7: 19th & 20th-century Christian Diversity
Monday, Oct 12: Nineteenth-century Utopianism
Reading: “The Oneida Community” on blackboard

Wednesday, Oct 14: Catholic Immigration
Reading: Toth Meeting with Archbishop John Ireland in AR; and “The Italian Problem” on blackboard

Friday, Oct 16: Anti-Catholicism
Reading: Strong “From Our Country” (section on “Romanism” only); and “Maria Monk” on blackboard
Faux Primary Source Due

Week 8: Modern America
Monday, Oct 19: Dirty, Sinful Cities
Reading: Emerson “Harvard Divinity School Address” in AR

Wednesday, Oct 21: Strong Minds
Reading: “Science and Health with a Key to the Scriptures” on blackboard

Friday, Oct 23: Strong Bodies
Reading: “The Living Temple” on blackboard
Week 9: Internal American Wars  
Monday, Oct 26: Religion and the Civil War  
Reading: Ch 5 in CoC; “Second Inaugural Address” on blackboard  
Wednesday, Oct 28: Indian Wars  
Reading: Black Elk “From Black Elk Speaks” in AR  
Friday, Oct 30: Massacre at Wounded Knee  
Reading: “Ghost Dance Religion” on blackboard

Week 10: Modern America  
Monday, Nov 2: World's Parliament of Religion  
Reading: Clarke “The Ten Religions and Christianity,” and Daggett “Heathen Invasion” in AR  
Wednesday, Nov 4: Pentecostalism  
Reading: “Searching for Eden with a Satellite Dish” on blackboard  
Friday, Nov 6: Father Divine  
Reading: “The Realness of God To You-wards” on blackboard  

Faux Primary Source Due

Week 11: Jesuit Archives  
Monday, Nov 9: Jesuit Archives  
Reading: Ch 6 in CoC  
Wednesday, Nov 11: Jesuit Archives  
Reading: TBA  
Friday, Nov 13: Jesuit Archives  
Reading: TBA

Week 12: Modern America  
Monday, Nov 16: Social Gospel  
Reading: Rauschenbusch “From A Theology for the Social Gospel” in AR (and optional additional reading: Day “From The Long Loneliness” in AR)  
Wednesday, Nov 18: Fundamentalists and Modernists  
Reading: Fosdick “Shall the Fundamentalists Win?” in AR; and Ch 7 in CoC  
Friday, Nov 20: Jesuit Archive Assignment Due.

Week 13: No Class.  
Nov 23 - Nov 27: No Class. Dr. Clark will be at a conference, and then Thanksgiving!
Week 14: Civil Rights Crusades
Monday, Nov 30: The Black Church
Reading: Ch 8 in CoC; and DuBois Credo and Litany of Atlanta in AR
Wednesday, Dec 2: Martin Luther King, Jr.
Reading: King “Letter from Birmingham City Jail in AR
Friday, Dec 4: Malcolm X
Reading: “Ballot or the Bullet” on blackboard; and Malcolm X Letters from Abroad in AR

Week 15: Religion during the Cold War
Monday, Dec 7: America and “godless communism”
Reading: “Is This Tomorrow?” on blackboard
Wednesday, Dec 9: The Peoples Temple
Reading: “Salvation and Suicide” on blackboard
Friday, Dec 10: Jonestown
Reading: “Jonestown Primary Sources” on blackboard

Final Exam Week
Tuesday, Dec 15: 10:30 am - 12:30 pm