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.

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) Digital Jesuits: You will work with excerpts from the *Jesuit Relations* in both an “analog” and a “digital” form in small groups of 2-3. Your group will write up a 750-word analysis of the sources. Worth 200 points.

2) *Rebecca’s Revival* or *Mrs. Mattingly’s Miracle* Paper: You will write an academic style book review of either book. The due dates are different for them, so either pick the book that speaks to you more or the book that works better with your schedule.

3) Insider/Outsider Paper: This paper will be in part a reflection on *Salvation on Sand Mountain* and whether or not the scholar should take the snake.

4) Final Essay/Unessay: You will write a 1500 word essay in reflection of the semester or complete an **unessay**.

5) 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. Part of this grade will be reading worksheets you bring to class **everyday**. These will be graded on a completion scale (check or check minus). No worksheet or poorly completed worksheets will result in a check minus. Each full check reading worksheet is worth 10 points, up to 250. (In other words, you need at minimum 25 checks for full points.) 100 more points come from attendance and in-class participation. Preparation is worth 350 points.

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<th>Requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>Digital Jesuits</td>
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<tr>
<td>Book Review</td>
<td>200</td>
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<tr>
<td>Insider/Outsider Paper</td>
<td>250</td>
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<td>Final Essay/Unessay</td>
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<td>Preparation</td>
<td>350</td>
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<td><strong>Total</strong></td>
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1400-1255 points: A range

A/A- cutoff at 1297

1254-1115 points: B range

B+/B cutoff at 1200

B/B- cutoff at 1158

1114-976 points: C range

C+/C cutoff at 1060

C/C- cutoff at 1019

975-837 points: D range

D+/D cutoff at 920

D/D- cutoff at 876

836 and below: F

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**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, Aug 31: Syllabus; Class Expectations
Friday, Sept 2: How to Study Christianity in America
Reading: “Introduction: The Color of Christ” on blackboard

**Week 2: Colonial Colonization**
Monday, Sept 5: No Class. Labor Day
Wednesday, Sept 7: Native Americans, Europeans, and Africans
Reading: Prologue and Chapter 1 of *Rebecca's Revival*
Friday, Sept 9: New Spain
Reading: “El Requerimiento” and “Sublimis Deus” on blackboard; and Chapter 2 *Rebecca's Revival*

**Week 3: Colonial Colonization**
Monday, Sept 12: New France
Reading: “Jesuit Relations” on blackboard
Wednesday, Sept 14: No class. Dr. Clark will be at a teaching and assessment workshop.
Reading: Chapter 3 *Rebecca's Revival*
Friday, Sept 16: New England
Reading: “A Model of Christian Charity” on blackboard; and Chapter 4 *Rebecca's Revival*

**Week 4: Making Early America**
Monday, Sept 19: Religion and the Atlantic Slave Trade
Reading: “Frederick Douglass” on blackboard; and Chapter 5 *Rebecca's Revival*
Wednesday, Sept 21: Caribbean Syncretisms
Reading: Chapter 6 *Rebecca's Revival*
Friday, Sept 23: Revivalism & the First Great Awakening
Reading: Chapter 7 *Rebecca's Revival*
Week 5: Making Early America  
Monday, Sept 26: Slave Christianity  
Reading: Chapter 8 Rebecca’s Revival  
Wednesday, Sept 28: Religion and America’s Founding  
Reading: “Religious Freedom” on blackboard; and Epilogue Rebecca’s Revival  
Friday, Sept 30: Return of the Jesuits  
Reading: Your group’s section of “Digital Jesuits” on blackboard

Week 6: Digital Jesuits  
Monday, Oct 3: Jesuits Going Digital  
Rebecca’s Revival Review due to blackboard by 11:59 pm.  
Wednesday, Oct 5: No class. Dr. Clark will be out of town for an American Religion fellowship. Hot tip: use the time to meet in your groups.  
Friday, Oct 7: No class. Dr. Clark will still be gone. Hot tip: use the time to meet in your groups.

Week 7: 19th- and 20th-Century Christian Diversity  
Monday, Oct 10: Antebellum Spiritual Hothouse  
Reading: Prologue and Chapter 1 of Mrs. Mattingly’s Miracle  
Digital Jesuits write-up due to blackboard by class time.  
Wednesday, Oct 12: Revivalism & Second Great Awakening  
Reading: “Charles Finney” on blackboard; and Chapter 2 Mrs. Mattingly’s Miracle  
Friday, Oct 14: Catholic Immigration  
Reading: “Solving the Italian Problem” on blackboard; and Chapter 3 Mrs. Mattingly’s Miracle

Week 8: 19th- and 20th-Century Christian Diversity  
Monday, Oct 17: Anti-Catholicism  
Reading: “Maria Monk” on blackboard; and Chapter 4 Mrs. Mattingly’s Miracle  
Wednesday, Oct 19: Strong Spirits  
Reading: Chapter 5 Mrs. Mattingly’s Miracle  
Friday, Oct 21: Strong Bodies  
Reading: Chapter 6 Mrs. Mattingly’s Miracle

Week 9: Internal American Wars  
Monday, Oct 24: No Class. Founder’s Day. I would encourage you to read the Conclusion of Mrs
Mattingly’s Miracle, but it’s only required for those of you who write a review of it.

Wednesday, Oct 26: Religion and the Civil War
Reading: “Second Inaugural Address” on blackboard
Friday, Oct 28: Massacre at Wounded Knee
Reading: “Ghost Dance Religion” on blackboard

Mrs. Mattingly’s Miracle Review due to blackboard by 11:59 pm.

Week 10: Modern America
Monday, Oct 31: Pentecostalism
Reading: “Searching for Eden with a Satellite Dish” on blackboard
Wednesday, Nov 2: Social Gospel
Reading: Chapters 1 and 2 in Salvation on Sand Mountain
Friday, Nov 4: Father Divine
Reading: Chapters 3 and 4 Salvation on Sand Mountain

Week 11: Modern America
Monday, Nov 7: Fundamentalism and Modernists
Reading: Chapters 5 and 6 Salvation on Sand Mountain
Wednesday, Nov 9: Appalachian Religion
Reading: Chapter 7 and 8 Salvation on Sand Mountain
Friday, Nov 11: Holy Ghost People
Reading: Chapters 9 and 10 Salvation on Sand Mountain

Week 12: Take the Snake?
Monday, Nov 14: Discussing Salvation on Sand Mountain
Reading: Chapter 11 Salvation on Sand Mountain

Wednesday, Nov 16: Covington vs. Orsi
Reading: “Snakes Alive” on blackboard
Friday, Nov 18: No Class. Dr. Clark will be in San Antonio for the national meeting of the American Academy of Religion.

Week 13: No Class.
Nov 21 - Nov 25: No Class. Dr. Clark will still be out of town, and then Thanksgiving!
Insider/Outsider Paper due November 23rd by 11:59 pm.
**Week 14: Civil Rights Crusades**

**Monday, Nov 28:** The Black Church and Prophetic Religion  
Reading: “How Far the Promised Land?: Black Religion and Black Protest” on blackboard

**Wednesday, Nov 30:** Martin Luther King, Jr. and Civil Rights  
Reading: TBA

**Friday, Dec 2:** Martin Luther King, Jr. and Civil Rights  
Reading: “Letter from Birmingham Jail” on blackboard

**Week 15: Religion during the Cold War**

**Monday, Dec 5:** America and “godless communism”  
Reading: “Is This Tomorrow?” on blackboard

**Wednesday, Dec 7:** The Peoples Temple  
Reading: “The Devil in Mr. Jones” on blackboard

**Friday, Dec 9:** Jonestown  
Reading: “Jonestown” on blackboard

**Final Exam Week**

**Tuesday, Dec 13:** 1:00 pm - 3:00 pm [10am]  
**Thursday, Dec 15:** 8:00 am - 10:00 pm [11am]