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 American religious history. During the course, we will investigate the powerful social, cultural, political, and intellectual role religion has played throughout our nation’s past. You also will learn how to “hear” and understand the voices of people from the past embedded in historical artifacts.

In American history, religion is often a major player and motivator. Neither American history, nor American religion(s) are static. 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 and trends 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 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 and create faux “primary sources.”

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 be reported to your advisor, and you will receive a zero on the assignment. Plagiarism is the act of passing another’s work off as your own. For more on plagiarism see: www.plagiarism.org or see me. Plagiarism and cheating are serious academic violations.

The Gonzaga University 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.
**Requirements and Grading**

1) **Primary Source Worksheets**: Over the course of the semester, you will be required to fill out 7 primary source worksheets. The worksheet is due the class period the reading was assigned. Each worksheet is worth 50 points.

2) **Two Exams**: There will be both a midterm and a final exam for this class. You will receive a study guide about a week and a half before the exam. The exam will be identification and short answer. Each exam is worth 150 points apiece.

3) **Black Robe Paper**: You will write a 750-1000 word essay on the novel *Black Robe*. Worth 150 points.

4) **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.

5) **Final Essay**: You will write a 750-1000 word essay in reflection of the semester. Due during finals week and worth 150 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.

7) **Worksheets**: 350 points

   2 Exams: 300 points

   *Black Robe* Paper: 150 points

   Faux Primary Sources: 150 points

   Final Paper: 150 points

   Preparation: 300 points

   Total: 1400 points

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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 websites: www.gonzaga.edu/eo and 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. Bring your readings to class.

**Week 1: Course Introduction**
Wednesday, Jan 14: Syllabus; Class Expectations  
Friday, Jan 16: What is religion? What are American religions?  
Reading: “Introduction” in *American Religions (AR)* and “Introduction” in *Historical Atlas (HA)*

**Week 2: Colonial Colonization**
Monday, Jan 19: No class. Martin Luther King, Jr. Day  
Wednesday, Jan 21: Native American Religions  
Reading: Pgs 12-17 in *HA*; and Prologue and Ch. 1-2 in *Black Robe (BR)*  
Friday, Jan 23: New Spain  
Reading: “Pgs 22-25 in *HA*; *Sublimis Deus* in *AR*; El Requerimiento” on blackboard

**Week 3: Colonial Colonization**
Monday, Jan 26: New France  
Reading: Pgs 26-27 in *HA*; “Jesuit Relations” on blackboard; Ch. 3-4 in *BR*  
Wednesday, Jan 28: New England  
Reading: Pgs 30-37 in *HA*; Rowlandson “Captivity and Restoration of Mary Rowlandson” in *AR*; and Ch. 5 in *BR*  
Friday, Jan 30: Puritans & Witches  
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, Feb 2: Revivalism & the First Great Awakening  
Reading: Pgs 56-59 in *HA*; Edwards “Some Thoughts Concerning the Present Revival of Religion” in *AR*; and Ch 6 in *BR*  
Wednesday, Feb 4: 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, Feb 6: Slave Christianity
Reading: Pgs 84-87 in HA; “Great Moral Dilemma” on blackboard; and Ch. 6-8 in BR

Week 5: Making Early America
Monday, Feb 9: Black Robe Discussion
Reading: Finish BR

Wednesday, Feb 11: Religion and America’s Founding
Reading: Jefferson “A Bill for Establishing Religious Freedom” and Madison “Memorial and Remonstrance” in AR; Pgs 38-39 and 42-45 in HA

Friday, Feb 13: Revivalism & the Second Great Awakening
Reading: Pgs 60-65 and 70-71 in HA; Finney “From Memoirs” in AR

Week 6: 19th-century Christian Diversity
Monday, Feb 16: No class. President’s Day.
Black Robe Paper Due

Wednesday, Feb 18: Antebellum Spiritual Hothouse
Reading: “Evidence from Scripture and History” on blackboard

Friday, Feb 20: The Church of Jesus Christ of Latter-day Saints
Reading: Pgs 80-83 in HA; and Smith “Articles of Faith” and “Revelation” in AR

Midterm Study Guide Distributed

Week 7: 19th-century Christian Diversity
Monday, Feb 23: Nineteenth-century Utopianism
Reading: Pgs 40-41 and 78-79 in HA; and “The Oneida Community” on blackboard

Wednesday, Feb 25: Catch-up and Review

Friday, Feb 27: Midterm

Week 8: More Diversity: Catholic and Jewish Immigration
Monday, March 2: Jewish and Catholic Immigration
Reading: Pgs 52-55 and 94-97 in HA; and Philadelphia Synagogue “Petition of the Philadelphia Synagogue” and Pittsburgh Platform in AR

Wednesday, March 4: Jewish and Catholic Immigration
Reading: Pgs 90-93 in HA; and Toth Meeting with Archbishop John Ireland in AR
Friday, March 6: Anti-Catholicism
Reading: Strong “From Our Country” (first half: “Romanism”); and “Maria Monk” on blackboard

March 9-13: Spring Break!

Week 9: Modern America
Monday, March 16: Dirty, Sinful Cities
Reading: Emerson “Harvard Divinity School Address” in AR
Wednesday, March 18: Strong Minds
Reading: Pgs 74-77 in HA; “Science and Health with a Key to the Scriptures” on blackboard
Friday, March 20: Strong Bodies
Reading: “The Living Temple” on blackboard

Faux “Primary Source” Due

Week 10: Internal American Wars
Monday, March 23: Religion and the Civil War
Reading: “Second Inaugural Address” and “Welcome to the Ransomed” on blackboard
Wednesday, March 25: Indian Wars
Reading: Pgs 20-21 in HA; and Black Elk “From Black Elk Speaks” in AR
Friday, March 27: Massacre at Wounded Knee
Reading: “Ghost Dance Religion” on blackboard

Week 11: Modern America
Monday, March 30: Pentecostalism in White and Black
Reading: Pgs 116-123 in HA; and “The Realness of God To You-wards” on blackboard
Wednesday, April 1: World’s Parliament of Religion
Reading: Vivekenanda “Hinduism as a Religion” and “Farewell Address,” and Daggett “Heathen Invasion” in AR
Friday, April 3: No class. Good Friday

Week 12: Modern America
Monday, April 6: No class. Easter Monday
Wednesday, April 8: Social Gospel
Reading: Rauschenbusch “From A Theology for the Social Gospel” and Day “From The Long Loneliness” in AR
Friday, April 10: Fundamentalists and Modernists
Reading: Pgs 114-115 in HA; and Woodrow “Evolution” and Fosdick “Shall the Fundamentalists
Win?” in AR

**Week 13: Civil Rights Crusades**
- **Monday, April 13:** The Black Church
  Reading: DuBois *Sorrow Songs, Credo, and Litany of Atlanta* in AR
- **Wednesday, April 15:** Martin Luther King, Jr.
  Reading: King “Letter from Birmingham City Jail” in AR
- **Friday, April 17:** Malcolm X
  Reading: “Ballot or the Bullet” on blackboard; and Malcolm X *Letters from Abroad* in AR
  **Faux “Primary Source” Due**

**Week 14: Religion during the Cold War**
- **Monday, April 20:** America and “godless communism”
  Reading: “Is This Tomorrow?” on blackboard
- **Wednesday, April 22:** The Peoples Temple
  Reading: “Salvation and Suicide” on blackboard
- **Friday, April 24:** Jonestown
  Reading: “Jonestown Primary Sources” on blackboard
  **Final Exam Study Guide distributed**

**Week 15: 20th-century Immigration and “Americans”**
- **Monday, April 27:** Hinduism and Buddhism
  Reading: Pgs 104-111 in HA
- **Wednesday, April 29:** Islam
  Reading: Pgs 102-103 in HA; and Graham “From The Name” and Letter to Franklin Graham; and Rodriguez *Danger and Grace* in HA
- **Friday, May 1:** Review
  **Final Exam Week**
  Thursday, May 7: 8:00-10:00 am