REL 322: Religion in America

Spring 2015

Micki Lennon

<table>
<thead>
<tr>
<th>Office: Trinity 234</th>
<th>Class location: Langdon 107</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone: 530-898-5263</td>
<td>Class time: MWF 10:00-10:50</td>
</tr>
<tr>
<td>Email: Use Blackboard mail</td>
<td>Office hours: Tuesdays 9-11, Wednesdays 3-5 and by appointment</td>
</tr>
</tbody>
</table>

Course Description:

What role has religion has played in American history? What role should it play in American public life? We will examine these questions by looking at a number of themes that recur throughout American history, such as the role of religion in shaping encounters between different cultural groups (e.g. Native Americans and French Catholics, Christians and Muslims, Protestants and Catholics). We will also explore the role religious diversity has played in American public debates about religion in the 19th and 20th centuries. Some questions we will discuss include: what did the American founders truly intend with the First Amendment? Was America ever a “Christian nation”? How have religious minorities fared in our history? What strategies did groups like Jews, Muslims, and Hindus adopt to maintain their traditions while adapting to the expectations of a Christian majority? Why has America been such a hotbed for religious experimentation? What do our “home-grown” religions teach, and why?

Required Texts:

R. Lawrence Moore, Touchdown Jesus: The Mixing of Sacred and Secular in American History. ISBN 0664223702
Various essays available on Blackboard Learn

Course Assignments Overview:

Attendance and participation: 15%
Short daily writing assignments: 45%
Novel/memoir presentation and paper: 15%
First Amendment presentation and paper: 25%

Grading

Grading will be on a 1000 point scale. 935 or more points, A; 895-934 points, A-; 875-894 points, B+;
835-874 points, B; 795-834 points, B-; 775-794 points, C+; 735-774 points, C; 695-734 points, C-; 675-694 points, D+; 595-674 points, D; below 595, F.

PLEASE NOTE that I will not be posting grades on Blackboard for items you submit a physical copy of (e.g. the novel paper, final first amendment paper). I will give you these back in class and it is your responsibility to keep track of your grades. The points on Blackboard only encompass items actually graded on Blackboard (i.e. daily writing assignments).

**Detailed breakdown of Course Assignments and grading**

**Attendance and participation (15%)**
This will be a discussion-oriented course, so your attendance and participation is vital to its success. Your participation grade will be based on attendance, level of preparation for class, contributions to class discussion, and your listening skills.

I will take attendance, and I will monitor student participation. If you have an illness or another problem which will affect your ability to attend class regularly, you must let me know as soon as possible. If you miss more than three classes without a valid excuse, it will hurt your attendance grade.

Good discussions require that participants be prepared, ask questions, make contributions to the conversation, and listen attentively to others in the class. I will also take into account your participation in small-group discussion exercises as part of this grade. If you are texting, playing games on your computer, or otherwise impolite in class, this will negatively affect your participation grade.

If you regularly come in late or leave early, this will also negatively impact your participation grade. If you have a serious and compelling reason to leave class early, please let me know in advance. It is your responsibility to make sure I know you were in class if you arrive after attendance has been taken.

**Daily writing assignments (45%)**
Nearly every day of class you will have a short writing assignment due. These are listed in the syllabus under their due date as “Writing assignment.” These are short assignments—generally 2 paragraphs or so—which ask questions about the readings that we will be discussing in class that day. These will be due on Blackboard by the start of the class period on the day they are listed—so if there is a writing assignment listed for January 23, it must be submitted on Blackboard by 10 a.m. January 23.

When I grade homework assignments, I am looking for four things: (a) Does your paper make clear that you read the assigned material? (b) Have you actually answered the assigned question(s)? Be sure to respond to all of the questions, if there is more than one. (c) Does your response follow the rules of grammar/good writing? (d) Does your response demonstrate that you comprehended the material? You will probably not lose many (or any) points for (d) if it is clear that you have made a good-faith effort to understand the assigned reading, even if you don’t fully understand it. Please do not be tempted to find answers on Wikipedia or other websites if you don’t fully understand the readings—plagiarism may result in you failing the entire class, which is much worse than losing a point or two because you didn’t quite understand the reading.

If you submit a written assignment late, you will receive half-credit for it—this will be true even if you are sick or have to miss class for a university-sponsored event. In both cases you should still submit the
assignment online. If Blackboard goes down, email me at plennon@csuchico.edu and let me know that, and I will give the whole class an extension. Late homework can be turned in until May 8 at 5 p.m.; after that date it will not be accepted.

Novel paper/presentation (15%)
Everyone must select one novel or memoir related to a major theme in the class. You will give a 5 minute oral presentation on one or two significant themes in the novel/memoir, and write a 4-7 page paper tying your novel to major themes from the class or explaining what the novel teaches us about American religious experience. Suggested novels or memoirs are listed below, but I will accept another novel or memoir as long as it deals substantially with some aspect of American religion.

Possible novels:

Rudolfo Anaya, *Bless Me Ultima* (Mexican-American experience, Catholicism and Curanderismo)
James Baldwin, *Go Tell It on the Mountain* (African-American experience, Christianity)
Karen McCarthy Brown, *Mama Lola* (Haitian vodou)
Ana Castillo, *So Far from God* (Mexican American experience, Catholicism, folk mysticism)
Dorothy Day, *The Long Loneliness* (Catholicism, political activism)
David Guy, *Jake Fades: A Novel of Impermanence* (Buddhism)
Louise Erdrich, *Tracks* (Native American experience)
Anne Fadiman, *The Spirit Catches You and You Fall Down* (Hmong experience; shamanism; immigrant experience)
Vardis Fisher, *Children of God* (LDS Church; Joseph Smith)
Laila Halaby, *Once in a Promised Land* (Islam, immigration, post-9/11)
Julia Butterfly Hill, *Legacy of Luna* (earth-based spirituality, political activism)
John Irving, *A Prayer for Owen Meany* (Calvinism)
Jack Kerouac, *Dharma Bums* (American Beat Buddhism)
Michael Muhammad Knight, *The Taqwacores* (Muslim experience; immigration)
Mohja Kahf, *The Girl in the Tangerine Scarf* (Muslim experience; immigration)
Tim LaHaye and Phil Jenkins, *Left Behind* (Christian apocalypticism)
Amulya Mulladi, *The Mango Season* (Hinduism, immigration)
John Neihardt, *Black Elk Speaks* (Native American Experience)
Julie Otsuka, *The Buddha in the Attic* (Japanese American Experience, Buddhism, immigration)
Chaim Potok, *The Chosen* (Orthodox and Hasidic Judaism)
Marilynne Robinson, *Gilead* (Protestant Christianity)
Leslie Marmon Silko, *Ceremony* (Native American experience)
Art Spiegelman, *Maus* (Judaism, Holocaust)
Starhawk, *The Fifth Sacred Thing* (Pagan/Wiccan experience, NRM)
Annie Clark Tanner, *A Mormon Mother* (LDS experience, NRM)
Anzia Yezierska, *Breadgivers* (Jewish American experience; immigration)
Please note that there are many potential topics we aren’t going to be able to cover in class due to time constraints. Examples of such topics might include specific controversies in American religious history such as the Salem witchcraft trials, numerous specific conflicts between Native American religious communities and the U.S. government, childhood sexual abuse in various religious denominations, disputes over homosexuality in various religious denominations, etc. It might also include American religious communities we’re spending little/no time on, such as Mennonites, the Oneida Community, the People’s Temple, Scientologists, the Father Divine Movement, etc. If there is a topic you are particularly interested in that we aren’t covering, and that you can’t find a novel/memoir on, you might substitute a monograph (scholarly book) for the novel/memoir.

**Novel project guidelines:**

**A. Deadlines:**

(1) You need to select a presentation date and a tentative novel/memoir by February 2.

(2) Potential presentations will take place on the following days (50 points):

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 13</td>
<td></td>
</tr>
<tr>
<td>April 1</td>
<td></td>
</tr>
<tr>
<td>April 3</td>
<td></td>
</tr>
<tr>
<td>April 6</td>
<td></td>
</tr>
<tr>
<td>April 8</td>
<td></td>
</tr>
<tr>
<td>April 22</td>
<td></td>
</tr>
</tbody>
</table>

(3) The novel paper (4-7 pages) is due by **April 17**, and is worth 100 points.

**B. Presentation guidelines.** The presentation is worth 50 points. Your presentation should briefly summarize the main themes in the novel in a way that connects it to overall class themes or explains what the novel has to teach us about the American religious experience. For example, you could explain how *Go Tell It On the Mountain* illustrates the many ways racism has shaped African-American Christianity, as it is illustrated in the story of two generations of African-Americans in the novel, or how *Breadgivers* illustrates a sort of parent-child cultural conflict that is common among immigrant religions in America. If you were reporting on *The Autobiography of Malcolm X*, you might discuss how even though Malcolm X and the Nation of Islam were quite critical of Christianity, Malcolm’s own story in some ways follows the evangelical Christian pattern of a conversion experience. If you were writing on *A Prayer for Owen Meany*, you might talk about the role of predestination and grace in the novel.

Since your presentation is only 5 minutes long, you shouldn’t try to summarize the entire novel/memoir, but instead highlight key points.

You should have a Powerpoint or Prezi or other visual aid for your presentation, but I suggest that you have a maximum of 5 slides, and try not to cram huge amounts of text on a single slide. Upload your presentation (or a link to it) on the discussion forum on Blackboard no later than 9 a.m. on the day of your presentation.
Supreme Court cases related to First Amendment Issues:

- Arver v. United States (1918): Should those with religious objections to military service be exempt from the draft? [http://millercenter.org/debates/religion/supreme-court]
- Pierce v. Society of Sisters (1925) or Wisconsin v. Yoder (1975): Do religious groups have the right to send their children to religious schools and/or withdraw them from schools? (The first case involved the Catholic church; the second involved the Amish) [http://millercenter.org/debates/religion/supreme-court]
• Epperson v. Arkansas (1968): Can states ban the teaching of evolution in public schools? (The Scopes trial only affected a small locality in Tennessee; this was national). https://supreme.justia.com/cases/federal/us/393/97/case.html


Some sites discussing the historical significance of these include: http://www.firstamendmentschools.org/freedoms/religiouslibertycases.aspx (mostly focusing on public education cases); www.scotusblog.com (most helpful for recent cases); and http://billofrightsinstitute.org/resources/educator-resources/americapedia/americapedia-bill-of-rights/first-amendment/free-exercise-clause/ . If there is no link above, a good place to find the full text of Supreme Court cases is here: http://millercenter.org/debates/religion/supreme-court

### Deadlines for the Supreme Court papers and presentation:

(1) You need to select a presentation date by **February 2**.

(2) **Potential presentation dates:**

Feb. 6: _______________________ Employment Division v. Smith (peyotism)

Feb 23: _________________________ Epperson v. Arkansas (teaching evolution in public schools)

Feb. 27 __________________________ (Any of these: Pierce v. Society of Sisters (are Catholic schools permissible), Sherbert v. Verner (working on the Sabbath), Lemon v. Kurtzner (states paying Catholic schoolteachers), Abington School District v. Kemp (daily Bible reading in public schools), Wisconsin v. Yoder (Can Amish withdraw their kids from public schools)

April 20 _________________________ Cantwell v. Connecticut (Jehovah’s witnesses evangelizing) or West Virginia State Board of Education v. Barnette (Jehovah’s Witnesses refusing to salute the flag)
April 24

Reynolds v. U.S. (Mormon polygamy)

May 4:

________________________

Burwell v. Hobby Lobby
(corporate exemptions from laws that violate religious beliefs) and anything from the above we haven’t already done

May 6:

________________________

(anything from the above we haven’t already done in class, or one not listed)

(3) Paper deadlines:

Your brief (1-3 page) write-up summarizing the case and its influence is due by a week after your presentation date or by May 6, whichever is earlier. This should be turned in to the appropriate Blackboard discussion board. The final paper (3-6 pages) examining how you think the Supreme Court would rule on a specific scenario, based on three precedents, will be due in the final exam period. You should submit a paper copy of this and also turn it in via Turnitin.

(4) Paper and presentation guidelines: Just as with the novel presentations, Supreme Court presentations should be 5 minutes long and will be graded based on content, organization and delivery.

• “Content” should include a brief summary of the issues in your particular court case and its historical significance. By “historical significance” I mean how the case has been applied to later issues/ how it has influenced American debates over the establishment of religion or the free exercise of religion. You may need to use outside sources to answer these questions; if so, be sure to include a works cited page on your powerpoint. (That doesn’t count toward the 5 slide limit).

• Like the novel presentation, you should have a powerpoint/Prezi for this presentation, uploaded to the appropriate discussion board on Blackboard before class, and I’d recommend no more than 5 slides.

• Your short paper (1-3 pages) should cover the same material as the presentation, just in a little more depth and with appropriate citations. This should be posted to the appropriate Blackboard discussion page a week after your presentation date or by May 6, whichever is earlier.

Guidelines for the final paper on Supreme Court cases on religious freedom will be posted later in the semester, but basically you will be asked to use three court cases we’ve discussed during the semester to analyze a case study that deals with conflict surrounding free exercise of religion or the establishment of religion. This paper will be due during our final exam period (May 13).

General Guidelines for writing assignments

• Students are required to keep a copy of all written assignments submitted to me, and to resubmit written work if required.

• Please submit written assignments through the appropriate Blackboard assignments tool, not through campus email or Blackboard email. Either attach your assignment (as a Word document or a pdf) or click on “Type submission” and type directly into that box. Please don’t submit your homework in the comment field!

• If you turn in an assignment via Blackboard, it automatically tells me your name and section, so you don’t need to include that information, but for any assignments you give me a written copy
of (e.g. the novel paper and the final Supreme Court case paper) please include your name, class and section number, and the day the assignment is due. A title page is not necessary, and please don’t submit work in folders or binders.

- All written assignments that you actually hand in to me should be typed, double-spaced, on standard 8 1/2 by 11 paper. Margins should be one inch on all sides. Please use a 12 point font. These must be stapled! If you turn in an assignment in which the pages are not stapled together, I accept no responsibility for lost pages. Please do NOT turn in assignments in binders or plastic covers.

- Any instance of plagiarism or other academic dishonesty (e.g. cheating on exams) will result in an “F” for the course and a report of academic misconduct submitted to Student Judicial Affairs. If you borrow the ideas of others in composing your written work, they must be cited; if you borrow the words of others, they must be enclosed in quotation marks and cited. If you have any doubts as to whether or not something needs to be cited, play it safe and cite it—or ask me about it. Any standard citation format (MLA, APA, etc.) is fine, though for websites I want you to include the URL even though that is no longer the MLA standard.

- If you are having health problems or personal crises which might tempt you to plagiarize, please talk to me. In some cases, I may be able to make accommodations for your situation; in other cases, I may advise you to take the late penalty (see below). Students who plagiarize on more than one occasion will be expelled from the university. In the long run, it is far better to receive a lower grade (or even a failing grade) than to jeopardize your entire academic career.

- Please note that material from the internet is still someone else’s work, and must be cited appropriately! If you are unsure of how to do this properly, consult the following website: http://www.csuchico.edu/engl/Links/style_guide.html

- Late daily writing can be turned in for half credit until May 8. The novel paper and the first Supreme Court paper can be turned in until May 8 for a 20% penalty. The final paper cannot be submitted late, unless you have a reason that would allow you to receive an incomplete for the class, such as a serious illness or death in the family.

**Students with certified disabilities**

If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please notify me within the first two weeks of the semester. I will make every reasonable effort to facilitate your success in this course. Please note that you may be required to show documentation of your disability.

To receive such documentation or to gain assistance with reasonable accommodation in your classes, please contact the Accessibility Resource Center (ARC, formerly called Disability Support Services) for coordination of your academic accommodations. The ARC is located in Student Services Center 170; their phone number is 530-898-5959 and their website is [http://www.csuchico.edu/arc](http://www.csuchico.edu/arc).
Class Calendar:
All readings and writing assignments are due by the date they are listed on the calendar. “Allitt” readings are from Patrick Allitt, Major Problems in American Religious History; “Moore” readings are from R. Laurence Moore, Touchdown Jesus; and “Blackboard” readings can be found on the class Blackboard page in the folder “Readings not in the textbooks.” On all days with writing assignments, you should bring these readings to class.

1/21: Introduction to the Class

1/23: Major Themes in American Religious History
Reading: “What is Different About Religion in the United States” (Moore); Philip Schaff, “Religious Vitality and Church-State Separation” (Allitt 2-7); Alexis De Tocqueville, “Religious and Political Freedom Benefit Each Other” (Allitt 7-11).
Writing Assignment: Moore is a historian of American religion writing at the beginning of the 21st century; Schaff and Tocqueville are historians who lived in the 19th century, from Germany and France—so each of these authors have fairly distinct perspectives on religion in America. What does each author have to say about what is different about religion in America (v. religion in Europe)? What is the role of the separation of church and state, for each author? Did you find anything surprising about any of their perspectives? (Your response should be 2-3 paragraphs long, submitted via Blackboard).

UNIT ONE: Indigenous Peoples and Europeans

1/26: Encounters between Native Americans and Europeans
Reading: Transatlantic Encounters (Blackboard)

1/28: Jesuits and Native Peoples: The Jesuit Relations as a Historical Source
Reading: Greer, “Montagnais Hunters of the Northern Woodlands” (Blackboard); “Joseph Jouveny, a Jesuit Priest, discusses…” (Allitt 28-30)
Writing Assignment: What do these documents tell us about the Native American groups? What do they tell us about the assumptions of their French Catholic observers?
Film: Black Robe

1/30: Seeing the Other: Europeans and Native Peoples
Reading: “Roger Williams Explains Rhode Island Indians…” (Allitt, 30-33); Richter, “Iroquois Ideas about Creation, Spirits and Reciprocity” (Allitt, 40-47)
Film: Black Robe

2/2: Making sense of the other. Signups for novel reports and Supreme Court cases.
Writing Assignment: Evaluate the historicity of Black Robe: to what extent does it reflect the actual relations of the French and the Native peoples of Canada? Relations between the Algonquins, Montagnais, Huron and Iroquois? Given that it is largely based on the Jesuit Relations, how trustworthy do you think its perspective is?
2/4: Native American conflicts with American settlers in the 19th century
Readings: Martin, History of Peyotism from “New Religions in the West” (Blackboard)

Readings: Stewart, Peyote and the Law (Blackboard); summaries of Employment Division v. Smith linked on Blackboard.
Writing Assignment: How has peyotism generally been treated according to state and federal law? What was the significance of the “Employment Division v. Smith” case? How do you think the justices should have ruled in that case, and why?


2/9: Religion in the early colonial period
Writing Assignment: According to Winthrop (and Miller’s interpretation of Winthrop,” what were the goals of the first Puritan settlers to America? How did they envision the society they were founding? According to Miller, were they successful? Why or why not?

2/11: Challenge from the Enlightenment: The Founding Fathers and Religion
Reading: Butler, Wacker, and Balmer, “Prophets for a new nation” (Blackboard); Marsden, “Religion and Revolution” (Allitt 113-118)

2/13: Reading: “Touchdown Jesus and Other Controversies about the public display of religion” (in Moore); Gaustad, “Major Documents Pertinent to Religion (Blackboard)
Writing assignment: What arguments do Madison and Jefferson make, in the “Major Documents,” for freedom of religion? How does the First Amendment, as it was finally adopted, differ from what state constitutions at the time had to say about religion?

2/16: The rise of evangelicalism and the Protestant consensus
Readings: Pick one from group A, and one from group B:
A. “Jonathan Edwards Describes the Great Awakening” or “Nathan Cole...is Born Again” (Allitt, 65-68, 68-72); B. “Frontier Methodist Itinerant” or “Charles Grandison Finney Stirs...” (Allitt 130-133; 133-135)
Writing Assignment: Be sure you read over these before class and bring the readings to class; if you are prepared the in-class exercise will count toward this writing assignment.

2/18: Variety Within the Evangelical Movement
Readings: Butler, “Awash in a Sea of Faith;” (Allitt 147-155); Hatch, “Thundering Legions” (Blackboard)
Writing Assignment: According to Butler and Hatch, how were new forms of Christianity influenced by aspects of broader American culture such as syncretism, notions of religious liberty, or criticism of authoritarian concepts of power? Talk about at least two specific groups discussed in the readings.
2/20: Evangelicalism and gender
Reading: “American Religion and the Second Sex,” (Moore 69-88); “Elizabeth Cady Stanton...” (Allitt 279-281).

2/23: Evangelicalism, science and modernity. Possible report on Epperson v. Arkansas

2/25: Fundamentalism controversies
Readings: “Washington Gladden explains higher criticism” and “William Jennings Bryan Defends Biblical Infallibility” (Allitt, 276-279); DeBerg, “Fundamentalist Theology and Gender Roles” (Blackboard).
Writing Assignment: DeBerg points out that the four classic hallmarks of fundamentalist teachings—dispensational premillennialism, biblical inerrancy, rejection of evolution, and rejection of modernism—are all issues deeply connected to traditional gender roles. Explain her argument with reference to two of these four concepts. (The optional Ammerman essay explains several of these concepts as well, if you need more context).

Writing Assignment: How did the fourteenth amendment change the way the Supreme Court interpreted religious freedom? What were some of the significant court decisions in the late 19th and 20th centuries that affected religious liberty in the U.S.?

UNIT THREE: Religious identity: Challenges for those outside the Protestant consensus

3/2: African American Religion: origins

3/4: Christian controversies over slavery
Readings: Genovese and Fox-Genovese, “Slaveholders and the Bible” (Allitt 191-198); “Angelina Grimke uses the Bible to Abolish Slavery,” “Frederick Douglass Compares Southern Slaveowners’ Religion with that of Jesus” and “Thornton Stringfellow Argues that the Bible is Proslavery,” (Allitt 178-185); “Abraham Lincoln’s Gettysburg Address and Second Inaugural” (Allitt 211-213).
Writing Assignment: How, according to Genovese and Fox-Genovese, did the slaveholders assumptions about the relation of the individual and society differ from those of abolitionists? How did each group use religion to defend their positions? Specifically, what are some of the biblical arguments made for and against slavery by Grimke, Douglass and Stringfellow?
3/6: Is Christianity liberating for African Americans?

3/9: Religion and the Civil Rights Movement
Readings: “Martin Luther King Preaches” (Allitt 340-342); “National Conference of Black Churchmen Demands Equal Power” and “Christianity Today Criticizes Back American’s Intimidation of White Churches” (348-351); Garrow, “Martin Luther King Jr’s Leadership” (Allitt, 357-363)

Writing Assignment: According to Garrow, what specific religious experiences helped motivate Martin Luther King, Jr.? Based on the primary texts, what were some of the religious arguments for civil rights and Black power?

3/11: Nation of Islam
Readings: “Albert Southwick, a White Journalist, Meets Black Muslim Leader Malcolm X” (Allitt 346-348); excerpts from the Autobiography of Malcolm X (Blackboard)

3/13: Black Muslim Religion Potential Novel Reports

Writing Assignment: In what ways did converts to the Nation of Islam see it as an alternative to Christian (especially Southern Christian) identities? What other reasons did converts give for choosing the Nation of Islam?

3/23: Immigrant challenges to the Protestant consensus: Catholics, Jews, Muslims, Hindus, Buddhists
Readings: “Immigrant Religion and the Right to Be Different” (Moore 109-128)

3/25: Immigration, Religion, and Violence in the 19th century
Readings: “Alexis de Tocqueville sees Catholicism and Democracy as Compatible,” “Maria Monk Shocks Protestant Readers,” and “John Francis McGuire Recounts the Suffering of Irish Catholic Immigrants” (Allitt, 166-176).
Film: Gangs of New York

3/27: Variety in Immigrant Catholicism
Readings: “Rosa, an immigrant, contrasts her Catholicism...” (Allitt, 241-244); Clara Grillo Recalls Protestant-Catholic tensions (Allitt, 307-308); Orsi, “An Italian-American Street Festival to Honor the Virgin Mary” (Allitt 253-258).
Film: Gangs of New York

3/30: Nativism and Irish Catholics

Writing Assignment: Compare the depiction of religious violence in the film to Morris’ description of it in the essay. What do we learn about nativism and Protestant-Catholic tensions from the film?
4/1: Jewish immigrants. Possible novel reports.
Writing Assignment: According to Diner and Sarna, what challenges did emigration to America pose for Jewish immigrants? How were these challenges similar to or different from the challenges experienced by Catholic immigrants?

4/3: Jewish identity and assimilation. Potential novel reports
Readings: Joselit, “Jewish food and Jewish identity,” (Allitt, 332-337); “Jacob Sonderling, Immigrant Rabbi...,” “Mordecai Kaplan Defends Jews’ Life...” and “Will Herberg Analyzes Religion and Assimilation” (Allitt, 309-318)
Writing Assignment: According to Joselit, what role does food play in maintaining Jewish identity? How does this connect to the issues raised either in the Herberg essay or the Kaplan essay?

4/6: Muslim immigration. Potential novel reports

4/8: Hindu and Sikh immigrants. Potential novel reports

4/10: Buddhist immigrants and “white Buddhists”
Writing Assignment: What does Fields mean by “the dual development of American Buddhism”? What differences does he describe in the two types of Buddhism in America?
Film: Dhamma Brothers

4/13: Buddhism in America
Film: Dhamma Brothers

4/15: Asian Religions in America
Readings: Winnifred Sullivan, p. 1-2 and 14-18 of the Introduction and then all of chapter 5 in Prison Religion: Faith Based Reform and the Constitution (available as an ebook through the library here:
Also select either another chapter of Sullivan or these two essays available on Blackboard: Amanda Machado, “Should Schools Teach Kids to Meditate” and Rod Dreher, “Yoga: Exercise of Religion or Mere Exercise?”

Writing Assignment: Write one paragraph on question one and one paragraph on question 2.
1. According to Sullivan, how are faith-based services in prisons connected to larger church-state debates about the establishment of religion? How does the case she’s talking about (an evangelical Christian program in an Iowa prison) connect to the issues raised in Dhamma Brothers?

2. The warden and several other officials interviewed in Dhamma Brothers said their justification for permitting the Vipassana retreats was that meditation wasn’t a religious practice—they weren’t teaching Buddhism. What do you think of that argument? How does it compare to what Machado and Dreher have to say about practices such as yoga and meditation in public schools OR how does it compare to the sort of rehabilitation practices that were part of the Innerchange Freedom Initiative (IFI) described in Sullivan’s book?

Unit 4: American Originals: New Religious Movements in America

4/17: New Religious Movements in America. **ALL NOVEL PAPERS DUE TODAY**
Reading: “Lucy Wight meets Shaker Leader” (Allitt, 110-112); Peter Williams, “New World Space and Time,” (Blackboard).
Film: Hands to Work, Hearts to God

4/20: Apocalyptic Christianity and church/state issues. **Possible report on** Cantwell v. Connecticut or West Virginia State Board of Education v. Barnette
Readings: Paul Conkin, “Apocalyptic Christianity” (Blackboard).
Film: Knocking

4/22: Emergence of the Mormon tradition
Potential novel reports

4/24: Mormon Controversies. **Possible report on Reynolds v. United States**
Reading: Arrington and Bitton, “Marriage and Family Patterns” and Smith, “Barbarians within the gates,” both on Blackboard.
**Writing Assignment:** According to Arrington and Bitten, how was plural marriage perceived by Mormons themselves? According to Smith, how was Mormon polygamy perceived by non-Mormons in the 19th century? Why, according to the Supreme Court, was it not permitted by the free exercise clause?

4/27: Transcendentalists and New Thought
Readings: “Ralph Waldo Emerson Describes the Oversoul,” (Allitt 138-140); “America’s Therapeutic Culture: The Quest for Wholeness” (Moore, 149-168)
4/29: Christian Science
Reading: Barbara Wilson, “Health,” (Blackboard).
Writing assignment: How did Wilson’s Christian Science heritage shape her experience with illness?

5/1: Paganism
Readings: Starhawk advocates witchcraft” and “Carol Christ is initiated into Goddess Worship,” (Allitt 387-393); Pike, Excerpts from New Age and Neopagan Religions in America (Blackboard).

5/4: Church-state revisited. Possible report on Burwell v. Hobby Lobby or any other Supreme Court case addressing church-state issues we haven’t already covered this semester
Reading: Amy Howe, “Court Rules in favor of for-profit organizations, but how broadly? In Plain English” (Blackboard). Also, do a search for “significance of the Hobby Lobby case” and select one article to report on. I’m not assigning anything specific in case there are lower court cases between January and May that draw on Hobby Lobby as a precedent.
Writing assignment: According to Howe and the article you found in your search, what is the significance of the Hobby Lobby case? How is it being interpreted in recent court decisions (if applicable)?

5/6: Supreme Court cases: reports on any cases we haven’t covered yet this semester. Also any novel reports we haven’t heard yet.

5/8: Supreme Court in-class exercise (TBA; worth 30 points)

5/13: Final paper due at 10 a.m. in the regular classroom.

This syllabus is subject to revision if necessary.