



RELS 322: Religion in America
Spring 2019
Micki Lennon

Office: ARTS 385	Class location: MLIB 031
Phone: 530-898-5263	Class time: MWF 11-11:50
Email: Use Blackboard mail Mailbox: ARTS 331	Office hours: TR 3:30-5:00, Fri 3-4 and by appointment

Course Description:

What role has religion 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?

This course is one of two that meet the research methods requirement for the major. For that reason, every student will do a research project on a topic related to the history of religion in the United States, and we will focus on research methods, including learning about appropriate sources for researching religion, exploring the difference between primary and secondary sources, evaluating historical evidence, and correctly citing sources using the Chicago citation method. We will also spend time on the process of crafting a research topic and structuring persuasive arguments.

This class is delivered in two modes: in-person and online. There will actually be three populations of students in this class: those attending on-campus (usually referred to as “campus” below); those who attend online via zoom at the time class meets (referred to as “synchronous” students below); and those who attend online by watching the recorded lectures at a different time (referred to as “asynchronous” students below). There are somewhat different requirements for attendance and participation for the different populations.

Required Texts:

Available for purchase through the Wildcat store (or another store of your choice):

R. Lawrence Moore, *Touchdown Jesus: The Mixing of Sacred and Secular in American History*. ISBN 0664223702

There are many other readings for the class; some are pdfs posted on our Blackboard Learn site, and some are free ebooks available through the library search engine. A complete list of those is available below in the course calendar. You may want to try accessing them early in the semester to make sure you can; if you need assistance with that or with other Blackboard issues in class please contact ITSS, either by phone 530-898-HELP (4357), or by email: itss@csuchico.edu.

Course Assignments Overview:

Attendance and Participation: 50 points (5%)

Written assignments: 550 points (55%)

Research project: 400 points (40%)

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.

Detailed breakdown of Course Assignments and grading

ATTENDANCE AND PARTICIPATION: 5%

Participation in this class is vital to its success. Since there are many online students in the class, much of the participation will be on the class discussion boards (see especially the discussion of in-class writing assignments below), but it is also crucial that you attend class, either live (on campus or by logging into zoom synchronously) or by watching the recorded lectures (for asynchronous students). I am going to do my best to encourage interaction between campus and distance students, and welcome suggestions on how to make this work better.

50 points of your grade will be based on attendance and participation. I will take role in the live class, and I will check access to the recorded lectures for asynchronous students. For campus and synchronous online students, some factors that will affect your participation grade include punctuality, preparedness and engagement in class discussion. For asynchronous students, your participation grade will be affected by the quality of your participation in online discussions as well as whether or not you submit work on time. For online discussions, the deadlines are generally Sunday night at 11:59 following the class period listed on the syllabus. Also, if I ask you to respond to one or two other students' posts, I will be looking for substantive comments rather than just something like "nice post!" A substantive comment should actually respond to the content of the post; it might be something like "I agree with your comment about religious freedom, but I'm not sure I quite understood your argument about the

other clause of the first amendment” or “thank you for what you said about theosophy; I had some trouble understanding Blavatsky’s argument, but what you said about the oversoul helped clarify that for me.”

For synchronous and campus students, all absences must be made up by watching the missed lecture and completing any missed in-class writing assignments. If you have a serious illness or other reason why you can’t make the Sunday 11:59 p.m. deadline, please let me know.

WRITING ASSIGNMENTS (55%)

This is a writing intensive class, and generally you should expect there will be writing on the day’s readings every day of the class. The good news is since there is a daily writing assignment, I have eliminated all exams and quizzes in the class. There are two types of writing: homework assignments, due by the class start time (that’s 11 a.m.), which set up what we’re doing in class for the day, and in-class writing, which are discussion exercises that synchronous and campus students will do in class and asynchronous students will do on the discussion board. Unless otherwise specified, all the Homework assignments are worth 20 points each, and all the in-class writings are worth 10 points each.

A. For the Homework (writing due by the start of class) assignments, I am looking for a 1-2 paragraph response to the prompt on Blackboard that demonstrates you have done the readings (even if you don’t quite understand all of them!) These are due by 11 a.m. on the day they are listed in the syllabus; for example, on Jan. 25 you need to have read the chapter from Moore and the essay by Tocqueville that are listed in the syllabus calendar and write a response to the two questions listed. **This deadline is the same for all students: campus, online synchronous and online asynchronous.**

When I grade the homework assignments, I will be looking for four things: (a) Does your essay 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.

B. In-class writing assignments are connected to the discussion activities we’re doing in class that day. Therefore, campus and synchronous online students will actually complete them in class; asynchronous online students will complete them online. **There are therefore different deadlines for the asynchronous online students.** Basically, all in-class writing for the week will be done on class discussion boards (linked on Blackboard by the discussion date) is due by the following Sunday at 11:59 p.m. For example, the “introduce yourself” post which is listed under Jan 23 (the first day of class) must be completed by asynchronous students by the following Sunday, Jan. 27, at 11:59 p.m.

Please note that **if a campus student or a synchronous online student misses class when there is an in-class writing assignment due, they too have until the following Sunday at 11:59 to complete it.**

As I mentioned under attendance, if you become sick or have another emergency that is going to cause you to submit work late, please let me know. Otherwise, late work will be worth half credit. The last day to submit late assignments for half credit is the last day of class (May 10) at 11:59 p.m.

RESEARCH PROJECTS (40%)

All students in the class will do a research project connected to one of the broad themes in American religious history we're exploring this semester. Since this class is now one of the two research methods classes for the major, we will work on this project throughout the semester, beginning by examining different types of sources available for research in American religion, examining how to build arguments and formulate theses, and working through multiple stages of a research process, including

1. Research proposal (25 points), due March 6
2. Annotated bibliography (50 points), due April 15
3. Outline (50 points), due April 24
4. Rough draft (100 points), due May 6
5. Peer reviews (2): 25 points, May 8 (due by May 10 for asynchronous students)
6. Final Research paper (150 points), due May 13

Themes for the research project:

A. Encounters/interactions with religious others

This could include topics such as:

- Religion, colonialism, and Native American-European encounters
- Violence and the encounter between nativist Protestants and Catholic immigrants in the 19th c.
- Religious alliances in the Civil Rights movement
- Jewish responses to religious intermarriage in the 1940s and 1950s
- Assimilation or resistance? Native American conversions to Christianity
- Depictions of Islam in the American media
- The role of religion in resisting slavery in the 19th century

B. Religion and Politics

- Debates over prayer in public schools
- Debates over religious symbols in government buildings/public land
- Debates over government employees performing same-sex marriage
- Debates over Native American sacred land that is now part of federal parks
- Debates over freedom of religion in prisons
- Religious exemptions from the Affordable Care Act e.g. on birth control
- Specific Supreme Court cases that have affected the Establishment Clause ("Congress shall make no law respecting an establishment of religion,"), e.g. *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); *Engel v. Vitale* (Is public prayer permissible in public schools);

Lemon v. Kurtzner (states paying Catholic schoolteachers), Abington School District v. Kemp (daily Bible reading in public schools)

- Specific Supreme Court cases that have affected the interpretation of the Free Exercise clause (“or preventing the free exercise thereof”), e.g. Reynolds v. United States (Should the free exercise clause allow Mormon plural marriage); Sherbert v. Verner (Can a person who is fired because their beliefs interfered with their job performance (in this case, working on the Sabbath) receive unemployment); Employment Division of Oregon v. Smith (Is religious use of peyote protected under the Free Exercise Clause?); Burwell v. Hobby Lobby, (Can corporations claim exemptions from government programs (in this case, a portion of the Affordable Care Act that funds birth control) based on religious objections?)

C. Immigrants and the American religious experience:

- Barriers to citizenship experienced by Sikh immigrants in America
- Buddhist influence on Beat poets
- Conflicts between German Jews and Russian Jews at the turn of the 20th century
- The role of the festa in the Italian American Catholic experience
- Hmong religious beliefs and encounters with American medicine
- Attitudes toward immigrant religion in the settlement house movement
- The role of Rastafarianism in the Jamaican immigrant community
- Debates over Muslim mosques in America

D. The Protestant Consensus

- Has America ever been a Christian nation?
- The influence of Methodism on the culture of the American frontier
- The influence of American evangelicalism on the antislavery movement
- The role of African American churches in community building in the late 19th century
- The evolution debate and the rise of Christian fundamentalism
- Evangelicalism, the state of Israel and American politics
- The Puritan influence on American culture
- America as the New Zion: Puritan, Mormon and African-American imaginings of the “new world”

E. New religious movements in America

- The role of Quakers in the pacifist movement
- Reimagining sexuality: Shakers and Oneida perfectionists
- Neopagan festivals and the re-imagining of sacred space in America
- The Nation of Islam and the Black Power movement
- Media representations of the Church of Scientology
- The Father Divine movement: race, poverty and religion

Stages of the research project:

1. Research proposal (25 points), due March 6

Turn in one paragraph outlining your general topic and your preliminary approach to it, and a bibliography of 5 sources which includes at least 1 primary source (e.g. a historical document from the time period you are examining) and at least 3 scholarly sources (secondary sources from academic books or journals), cited appropriately in Chicago style. (Submit on Blackboard).

2. Annotated bibliography (50 points), due April 15

Turn in full citation information (Chicago style) and 2 paragraphs of summary per source of the 8 sources you are most likely to use in your actual research paper. At least four of your sources must be scholarly sources, and you must have at least one primary source. (Submit on Blackboard).

3. Outline (50 points), due April 24

Turn in a two page outline of your paper. This should begin with a thesis statement, and the different sections of your outline should demonstrate the sort of arguments you will be making to support that thesis as well as making reference to the evidence you will be using to support those arguments. (Submit on Blackboard).

4. Rough draft (100 points), due May 6

Turn in a minimum of 4-5 pages of your final paper. While this can have incomplete sections, you must use correct grammar and citations in this draft. Underline your thesis, especially if you have changed it since the outline. (Those taking the class in person, please submit a paper copy of this in class; those taking it online can submit this online).

5. Peer reviews (25 points) May 8 (due by 11:59 p.m. May 10)

Everyone will have to read and respond to two classmates' rough drafts—this will involve filling out a form that you submit to the Professor and to your classmate.

6. Final Research paper (150 points), due May 13 by noon.

Turn in a 7-12 page research paper that has a strong, clear thesis on some topic related to American religious history that is supported by correctly-cited evidence from a minimum of 8 appropriate sources which must include a minimum of 4 scholarly sources and 1 primary source. The page length does not include the bibliography! Turn in a paper copy in class (unless you are a distance student) and also submit it on Turnitin via our Blackboard page.

Resources for the research project:

A quick guide for Chicago-style citation, which is the Comparative Religion departmental standard, is available here: <https://owl.english.purdue.edu/owl/resource/717/01/> You can also find the complete Chicago style manual here: <http://www.chicagomanualofstyle.org/home.html>

Some starting points for research on religion in America:

- You can do a general search through the library database, but these specific sub-databases are especially good for religion research: Academic Search, America: History and Life, JSTOR, ATLA Religion Database, and Project MUSE are all especially good for Religion/American History.
- This is compiled by librarians at the University of Pennsylvania, so our library may not have access to all of these references, but a good guideline is available here: <http://gethelp.library.upenn.edu/guides/rels/relinamerica.html>
- This blog on American religious history has compiled a number of topical bibliographies, such as urban religion in America, religion in the Midwest, histories of nuns in America, new religious movements in postwar America, etc: <http://usreligion.blogspot.com/search/label/bibliography>

- Many primary texts related to different religious themes (Mormon newspaper articles, African American religious history project, Jewish History Society essential readings, the Islam project, American religion and material culture, etc) are available here:
<http://tah.oah.org/content/american-religion-resources/>
- An excellent collection of primary sources on African-American Christianity is available here:
<http://nationalhumanitiescenter.org/tserve/nineteen/nlinksareligion.htm>
- This is an excellent list of many subject-specific religion bibliographies available online (e.g. American Buddhism, Lutheranism in America, Christian fundamentalisms, Islam in America, Inuit Religion, etc.): <http://people.ucalgary.ca/~lipton/biblio.html>
- Our library has a number of online reference volumes on Religion and America, such as:
 - Religion and American Cultures, <http://opac.csuchico.edu/record=b2797486~S13>
 - Encyclopedia of American religions, <http://opac.csuchico.edu/record=b1771629~S13>
 - Contemporary America religion, <http://opac.csuchico.edu/record=b2497075~S13>
 - Cults in America, A Reference handbook, <http://opac.csuchico.edu/record=b1596239~S13>
- The Reference section of the library (on the second floor) also has a number of excellent encyclopedias that might be helpful as starting points, including:
 - Encyclopedia of the American Religious Experience, BL2525 E53 1988 vol.1 (Reference)
 - Encyclopedia of American religious creeds, BL427 E52 1988a (Reference)
 - Biographical dictionary of American cult and sect leaders, BL2525 .M448 1986 (Reference)
 - Encyclopedia of African and African American religions, BL2462.5 E53 2001 (Reference)
 - Dictionary of Native American mythology, E98 R3 G46 1992 (Reference)
 - Religion and American Law, KF4783 A68 R45 2000

We will spend a great deal of time in class going over examples of theses, annotated bibliography entries, etc. I would also recommend you look at the “Resources for the research project” folder on Blackboard.

Other Important information:

This is a required class for majors, and meets the following SLOs for the Religious Studies major:

1. “Students can define and identify the history, beliefs, and practices of major world religious traditions.” The readings, lectures and discussions will explore indigenous religions of the Americas; imported religions such as Judaism, Christianity, Islam, Hinduism, Buddhism, and Sikhism; and new religious movements that emerged in America such as Christian Science and the Church of Jesus Christ of Latter-day Saints.
2. “Students can engage in and facilitate civil dialogue regarding religious and secular viewpoints and values.” We will examine a number of perspectives on American religious history, including some contentious debates such as whether or not America is a Christian nation, what the founders meant by the First Amendment, the role of religion in oppression and resistance to oppression in the American context, etc.

3. "Students can produce a project that demonstrates facility with traditional and electronic religious studies resources and the usage of appropriate scholarly style and citation formats." The semester-long research project will begin by examining different types of sources available for research in American religion, examining how to build arguments and formulate theses, and working through multiple stages of a research process, culminating in a 7-12 page research paper.

ACADEMIC HONESTY

The university is a community that builds on shared knowledge and the assumption that appropriate credit should be given to people for the work they do. This includes acknowledging when you are borrowing the words and ideas of others through appropriate citations. The Comparative Religions and Humanities department policy is that if there is evidence that you have been involved in any form of academic dishonesty, you will receive an "F" grade for the course, and a report will be provided to Student Judicial Affairs for further action. Be careful in all of work you do to properly cite your sources (including online materials). Please see the University Academic Integrity policy at <http://www.csuchico.edu/sjd/integrity.shtml>, and review the "**Religious Studies Academic Integrity Policy**" under "**Programs**" on the **CORH Department home page**. Ignorance of proper citation methods is not a legitimate excuse for violation of these policies.

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) 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>.

TITLE IX:

State law makes university professors mandated reporters. This means I am required to report to the Title IX Coordinator whenever I learn about incidents of sexual harassment, sexual assault, domestic violence, or stalking that affect any member of the campus community. This includes disclosures that occur during our class discussions or in private. Students may make a **confidential** report to the Counseling and Wellness Center or Safe Place. Information on campus reporting obligations and other Title IX related resources are available here: www.csuchico.edu/title-ix.

Other campus resources:

There are many resources available to students such as tutoring through the Student Learning Center, assistance with personal crises through the Counseling Center, help with research through the library, help for students with food insecurity at the Hungry Wildcat Pantry, etc. Check out the "Student resources" tab on our Blackboard page for more information.

Course Calendar, Reading and Writing Assignments

Assignments and readings are due on the day that they're listed. For example, on January 25 there are readings from Moore (the textbook) and de Tocqueville, etc. due and a writing assignment on them also due. Unless otherwise specified, writing assignments are due on Blackboard by 11 a.m. (the start of class).

"Moore" readings are taken from the textbook, R. Laurence Moore, *Touchdown Jesus* (you need to purchase this); "Blackboard" refers to readings posted under "Readings not in the textbook" on Blackboard, which are available in folders listed by date. There are also occasionally other links to ebooks in the library on our Blackboard page (under readings, listed by date), and there is also a complete list in the "readings" folder on Blackboard.

Date	Topic and material you need to have read by start of class	Assignment due by start of class (11 am) today (Note: for asynchronous students, in-class writing is due by the following Sunday at 11:59 p.m.)
1/23	INTRODUCTION TO THE CLASS. Review of syllabus and assignments; introductions.	<p><u>In-class writing:</u> Introduce yourself briefly on Blackboard. (Reminder: "in-class writing" means campus and synchronous online students will actually do this during class time; asynchronous online students need to complete all in-class writing by the Sunday following the class day they occur in, so this must be submitted by 11:59 p.m. on Jan. 27).</p> <p>Ten points extra credit for responding to at least two of your classmates' posts.</p>
1/25	<p>Major Themes in American Religious History Reading: "What is Different About Religion in the United States" (Moore); Alexis De Tocqueville, "Religious and Political Freedom Benefit Each Other."</p> <p>Tocqueville was a French politician who visited the U.S. in 1831 and wrote about his observations; Moore is a modern U.S. historian.</p>	<p><u>Homework Writing (due by the start of class):</u> Write about 1 paragraph for #1 and 1 paragraph for #2</p> <ol style="list-style-type: none"> 1. What does Tocqueville have to say about religion in the U.S.? What do you think of his observations? 2. Do any of Moore's observations about what is distinctive about religion in the U.S. agree with those of Tocqueville?
1/28	<p>Major themes in studying American Religious History: Church-state issues Read one of these two essays, based on the assignment to the right:</p> <p>Winnifred Sullivan, Preface and Introduction to <i>The Impossibility of Religious Freedom</i> (Blackboard); Stephen</p>	<p>If your last name starts with A-L, write on Sullivan; if your last name starts with M-Z, write on Fea. (If you strongly want to do the other essay, find someone to trade with),</p> <p><u>Homework (writing due by the start of class):</u> 1. What seems to be the central thesis (i.e. basic argument) in the chapters you read?</p>

	<p>Fea, Preface and Introduction to <i>Was America Founded as a Christian Nation</i> (Blackboard).</p> <p>Sullivan is an attorney and religious studies professor who specializes in first amendment law; Fea is a Christian professor of history</p>	<p>2. What additional arguments or evidence does the author use to support the central thesis?</p> <p><u>In-class writing</u> (for synchronous students; remember any “in-class writing” for asynchronous students is due by 11:59 p.m. Friday of the week it is due).</p> <p>Based on the essay you read, answer one of these, and write at least one comment on the reading responses you DIDN’T read about:</p> <p>1. Why does Sullivan argue that “law about religion in the U.S. is “broken”?</p> <p>2. Why does Fea say the question about whether or not America is a Christian nation is complicated? How does that relate to what he sees as the role of the historian?</p>
1/30	<p>Studying American Religious History: Major Themes (2)</p> <p>Pick a chapter from Paul Harvey and Edward Blum, eds., <i>The Columbia Guide to Religion in American History</i>, available as an ebook here: https://chico-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01CAL5_ALMA991010893665402916&context=L&vid=01CAL5_CHI&search_scope=Everything&tab=everything&lang=en_US</p> <p>Every essay in this book summarizes a major theme or group in American religious history; since you have to choose your research topic fairly early in the semester, this assignment is aimed at letting you see some topics we won’t have covered yet that you might be interested in researching. Here are a few of the many options you might select:</p> <p>Roberto Trevino, Religion, Ethnicity and the American Experience (ch 11)</p> <p>Timothy Tseng, Asian America Religions (ch. 12)</p>	<p><u>Homework (writing due by the start of class):</u> Put the chapter title you’re posting about in the subject title, and then (1) summarize its overall argument, if there is one, or its major points, in about 3-4 sentences and (2) mention 1-2 interesting points in the essay that you think might make good research projects for this class, for yourself or others.</p> <p><u>In-class writing assignment:</u> Read at least two of your other classmates posts about different essays than the one you wrote about and comment on them.</p>

	Stephen Stein, <i>Alternative Religious Movements in American History</i> (ch. 13);	
2/1	Encounters between Native Americans and Europeans Film: <i>Black Robe</i>	Campus and Synchronous students: since this film is available on Blackboard, feel free to watch it at home; I won't take attendance today or Monday.
2/4	French Jesuits and Algonquin Indians: <i>Black Robe</i> Reading: <i>Transatlantic Encounters</i> (Blackboard). Film: <i>Black Robe</i>	<u>In-class writing assignment</u> : Write 1-2 sentences on what you thought of the film
2/6	Seeing the Other: Greer, "Montagnais Hunters of the Northern Woodlands" (Blackboard)	<u>Homework (writing due by the start of class)</u> : (A) Based on the readings from Wednesday and today and the film, what are some observations the Native peoples of Canada and the French Catholics made about each other? (one paragraph) (B) To what extent does the film seem to reflect the actual relations of the French and the Native peoples of Canada? Given that it is largely based on the <i>Jesuit Relations</i> (diaries/accounts by French Jesuit priests), how trustworthy do you think its perspective is? (one paragraph)
2/8	Native American conflicts with American settlers in the 19 th century Readings: Martin, <i>History of Peyotism from "New Religions in the West"</i> (Blackboard)	Topic brainstorming for research projects. Asynchronous students: please take a look at some of the bibliography and links under the "resources for the research project" folder to get some ideas.
2/11	Native Americans and Church-State Issues: Peyote. Readings: Stewart, <i>Peyote and the Law</i> (Blackboard); summaries of <i>Employment Division v. Smith</i> linked on Blackboard.	<u>Homework (writing due by the start of class)</u> : 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? <u>In-class writing assignment</u> : Respond to two classmates' perspectives on how you think the justices should have ruled. Do you agree/disagree? Do they make arguments that changed your perspective?
2/13	Religion in the early colonial period Reading: John Winthrop, "A Model of Christian Charity," Porterfield ch. 10, available through the library: https://chico-	<u>In-class writing assignment</u> : f you were starting a new colony in space, and were charged with establishing a set of rules, norms, or values that would serve as your

	primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01CAL505012500002901&context=L&vid=01CAL505012500002901&search_scope=Everything&tab=everything&lang=en_US	<p>charter or constitution, what would some of them be?</p> <p>After you've written about your own values, comment on at least one person's post--do you agree or disagree with their vision? How does it relate to your own?</p> <p>I</p>
2/15	The Enlightenment and the founders Readings: Butler, Wacker, and Balmer, "Prophets for a new nation" (Blackboard)	
2/18	Creating the first amendment Reading: "Touchdown Jesus and Other Controversies about the public display of religion" (in Moore); Gaustad, "Major Documents Pertinent to Religion" (Blackboard).	<p><u>Homework (writing due by the start of class):</u> What arguments do Madison and Jefferson make, in the "Major Documents," for freedom of religion? Do you agree or disagree with these arguments? What role do you think religion should play in American life?</p> <p><u>In-class writing assignment</u> (Answer either question one or question 2; list which question you're answering in your subject line. Then read and write a response to someone who wrote on the other question.)</p> <p>1. How do you think Madison or Jefferson would have responded either to (a) Employment Division v. Smith (the peyotism case we read about last week) or (b) the cases over school prayer mentioned in the Touchdown Jesus reading for today?</p> <p>2. Do you think those cases would have been decided differently (or religion in America would look different) if one of the alternate proposed versions of the First Amendment had been adopted? (See p. 157-158 of the Gaustad online reading for alternate versions)</p>
2/20	The rise of evangelicalism and the Protestant consensus Readings: Everyone should read "The Life and Experience of Jarena Lee (chapter 18 of Porterfield, available https://chico-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01CAL505012500002901&context=L&vid=01CAL505012500002901&search_scope=Everything&tab=everything&lang=en_US)	Pay attention to how Jarena Lee describes her experience of conversion. This will be discussed in lecture.
	then pick either	

	Jonathan Butler, pp. 236-252 of ch.8, "Toward an antebellum spiritual hothouse," from the ebook <i>Awash in a sea of faith</i> available through the library here: https://chico-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01CAL5 ALMA71407306220002901&context=L&vid=01CAL5 CHI&search_scope=01CAL5 CHI&tab=default_tab&lang=en_US ; Or Hatch, "Thundering Legions"; (Blackboard).	
2/22	Evangelicalism and controversies over human nature Reading: "American Religion and the Second Sex," (Moore 69-88); "Science and the Battle for the Souls of Children," (Moore 129-147)	Bring laptops or phones to class; we'll spend part of class researching topics <u>In-class writing assignment:</u> take the survey on evolution and science, which we'll discuss in class next time.
2/25	Fundamentalism controversies Readings: DeBerg, "Fundamentalist Theology and Gender Roles" (Blackboard); J. Gresham Machen, "Christianity and Liberalism," ch. 28 of Porterfield, https://chico-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01CAL5 ALMA51505012500002901&context=L&vid=01CAL5 CHI&search_scope=Everything&tab=everything&lang=en_US)	<u>Homework (writing due by the start of class):</u> 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. <u>In-class writing assignment:</u> write a sentence or two about the results of the evolution survey, which should be posted by the start of class today.
2/27	Protestant majorities and Church-state issues: an overview. Reading: Reichley, "Interpreting the First Amendment," (Blackboard).	<u>Homework (writing due by the start of class):</u> How did the fourteenth amendment change the way the Supreme Court interpreted religious freedom? Also, summarize (in 1-2 sentences each) two significant court decisions in in the late 19th and 20th centuries that affected religious liberty. <u>Extra credit:</u> write two sentences either on a court case related to church-state issues OR on a contemporary issue in the news related to church-state issues. (Please include either the case name or URL of the article).
3/1	African American Religion: origins Readings: Jon Butler, "Slavery and the African Spiritual Holocaust;" (Blackboard);	

	Paul Harvey, "African American Spirituals." Ch. 10 of McDannell v. 1, full link at top of the calendar.	
3/4	Christian controversies over slavery Readings: Genovese and Fox-Genovese, "Slaveholders and the Bible" (Blackboard); Paul Harvey, The Christian Doctrine of Slavery, from McDannell vol 1 ch 31; Bourne, Christian Antislavery Argument (Blackboard).	<u>Homework (writing due by the start of class):</u> How, according to Genovese and Fox-Genovese, did the slaveholders' assumptions about the relation of the individual and society differ from those of abolitionists? In-class writings: Based on the Harvey and Bourne readings, what were some Christian arguments in favor of slavery and against slavery? How did each side use the Bible to support their position?
3/6	African-American Christianity from Civil War to Civil Rights Readings: "The African Future of Christianity" (Moore 89-108)	Research proposals due Film: <u>Eyes on the prize</u>
3/8	The Civil Rights movement and Martin Luther King, Jr. Readings: Martin Luther King Jr., "Letter from a Birmingham Jail" (Blackboard)	<u>In-class writing assignment:</u> List two ways religion played a role in the Civil Rights movement (according to Eyes on the Prize) OR list two arguments King makes connecting the struggle for civil rights to the biblical tradition or to Christianity in general.
3/11	African Americans and New Religious Movements: the Nation of Islam Readings: " Excerpts from the Autobiography of Malcolm X (Blackboard); Introduction and Chapter One (pages 1-35) of Edward E. Curtis, Black Muslim Religion in the Nation of Islam, 1960-1975, available as an e-book through the CSU library here: https://chico-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01CAL5_ALMA71383695840002901&context=L&vid=01CAL5_CHI&search_scope=Everything&tab=everything&lang=en_US	<u>Homework (writing due by the start of class):</u> 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?
3/13	Immigrant challenges to the Protestant consensus: Catholics, Jews, Muslims, Hindus, Buddhists Readings: "Immigrant Religion and the Right to Be Different" (Moore 109-128)	
3/15	Nineteenth century immigration and Nativism	<u>Film: Gangs of New York (excerpts)</u>

3/25	Immigrants, Nativism and Violence Readings: Morris, "The Whore of Babylon Learns how to vote," (Blackboard)	<u>Homework (writing due by the start of class):</u> Based on the Morris essay, how accurate is the nativist violence depicted in Gangs of New York? What do we learn about Protestant/Catholic relations in the 19 th c. from the film and this essay?
3/27	Mexican Catholicism Readings: Richard Rodriguez, "The Minority Student," ; Ruben Martinez, "The Undocumented Virgin" (Blackboard)	<u>Homework (writing due by the start of class):</u> Rodriguez is writing about growing up Mexican-American Catholic in the 50s/60s; Martinez is writing about growing up Mexican-American Catholic in the 80s/90s (as well as about Our Lady of Guadalupe as she relates to Chicano history and culture). Answer one of the following: 1. How did Rodriguez and his family express their Catholic identity? What does he say about the difference between "gringo Catholicism" and Mexican Catholicism? 2. How, according to Martinez, is Our Lady of Guadalupe connected to the complexities surrounding indigenous and Spanish colonial culture in Mexican history? In-class writing assignment: comment on someone's post on the article you didn't write about
3/29	Ethnic diversity among Catholic immigration Readings: Joselit, "The Land of Sanctuary: The Catholic immigrant experience," chapter 2 in the ebook <i>A Parade of Faiths</i> (full link at the top of the calendar) https://chico-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01CAL5_420520960002901&context=L&vid=01CAL5_CHI&search_scope=Everything&tab=everything&lang=en_US	Campus and synchronous students: today's lecture is recorded, since Prof. Lennon is out of town. Watch it online. <u>In-class writing assignment</u> (due by Monday at 11:59 for everyone—extension because of the holiday) You have 2 options: 1. Share a story or a fact you know connected to your own family's immigration history, if you have one/ know about it OR 2. Find an online story connected to immigration and summarize it in 2-3 sentences, including the URL. 10 points extra credit for commenting on two of your classmates' posts.
4/3	Jewish immigrants in the 19 th c. Readings: Joselit, "In the Promised Land: The Jewish American Experience;" chapter 3 of <i>Parade of Faiths</i> here: https://chico-	<u>Homework (writing due by the start of class):</u> What were some of the changes introduced by Reform Judaism in America? Why were they controversial?

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4/5	Judaism in the 20 th century Readings: Jenna Joselit, “Jewish in dishes: Kashrut in the New World”, chapter 15 (pp 247-261) of Seltzer and Cohen, <i>The Americanization of the Jews</i> , available as an ebook through the library here: https://chico-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01CAL5471745660002901&context=L&vid=01CAL5471745660002901&search_scope=01CAL5471745660002901&tab=default_tab&lang=en_US	<u>Homework (writing due by the start of class):</u> According to Joselit, what role does food play in maintaining Jewish identity? How did advocates of kashrut defend the practice? <u>In-class writing:</u> assignment Do you have any traditional foods in your family? (E.g. special foods you eat at holidays, etc?) If not, feel free to write about any specific holiday tradition that is practiced in your family.
4/8	Muslim immigration. Jane Smith, “Islam in America,” chapter 20 of the ebook <i>The Columbia Guide to Religion in American History</i> which is available here: https://chico-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01CAL541010893665402916&context=L&vid=01CAL541010893665402916&search_scope=Everything&tab=everything&lang=en_US Film: American Muslim: Freedom, Faith, Fear: https://www.youtube.com/watch?v=WMP5CG-H84A	
4/10	Muslims in America Readings: “Seventeen years after 9/11, Muslims are still presumed guilty” (Blackboard).	<u>Extra Credit possibility:</u> On the discussion board, post on a recent news article related to depictions of Islam in America/ the American media
4/12	Negotiating Muslim identity in North America	Film: Me and the Mosque
4/15	Buddhism in America Film: Dharma Brothers	ANNOTATED BIBLIOGRAPHIES DUE
4/17	Asian Religions in America Reading: Amanda Machado, “Should Schools Teach Kids to Meditate” and Rod	<u>Homework (writing due by the start of class):</u> Write 1-2 paragraphs on the following:

	Dreher, “Yoga: Exercise of Religion or Mere Exercise? (Blackboard)	<p>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?</p> <p><u>In-class writing assignment:</u> Comment on two people’s assignments. Do you agree or disagree with their positions? What do you think?</p>
4/19	Hinduism in America Readings: Vasudha Narayanan, “Sacred Land, Sacred Service” (Blackboard)	<u>Homework (writing due by the start of class):</u> What are some of the ways Hinduism adapted itself to the American context?
4/22	Hindu and Sikh immigrants Readings: Kelsey Dallas, “The Long Road to a Religious Freedom Victory for Sikhs in the military” on Blackboard; also “Sikhs Come to America” (chapters 8 of Buddhists, Hindus and Sikhs in America, available as an ebook through the library; I’d recommend ch. 7 if you haven’t yet taken Religions of India/ been introduced to Sikhism). Library link: https://chico-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01CAL5_ALMA71420492910002901&context=L&vid=01CAL5_CHI&search_scope=Everything&tab=everything&lang=en_US	<p><u>In-class writing assignment:</u> Do you think the military (discussed in the Dallas essay) or other public institutions (e.g. schools, prisons, etc.) should be required to allow for religious accommodations of clothing, hair, etc. like the Sikhs were requesting in the Dallas essay? Why/why not?</p> <p>Respond to at least one other person’s perspective on this.</p>
4/24	New Religious Movements in America: Shakers Reading: Joanna Pierce, “Why the Legacy of the Shakers will endure,” (Blackboard) Possible Film: Hands to Work, Hearts to God	OUTLINES DUE
4/26	New Religious Movements in America 2: The Latter-Day Saints. Reading: Arrington and Bitton, “Marriage and Family Patterns” (Blackboard); optional reading Shipps, “Difference and Otherness: Mormonism and the American Religious Tradition (Blackboard).	

4/29	<p>The LDS Church and church-state issues Emergence of the Mormon tradition Reading: Smith, "Barbarians within the gates, (Blackboard).</p>	<p><u>Homework (writing due by the start of class):</u> According to Arrington and Bitten (reading from 4/26), how was plural marriage perceived by Mormons themselves? According to Smith (today's reading), 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?</p> <p>In-class writing exercise: Answer ONE of the following: 1. Do you think the Supreme Court would have made the same ruling today? Why/why not. OR 2. How would you rule if you were one of the justices deciding this case, and why?</p>
5/1	<p>The New Thought Trajectory: from Transcendentalism to Christian Science Readings: Barbara Wilson, "Health," (Blackboard); "America's Therapeutic Culture: The Quest for Wholeness" (Moore, 149-168).</p>	<p><u>Homework (writing due by the start of class):</u> How did Wilson's Christian Science heritage shape her experience with illness?</p>
5/3	<p>New Religious Movements in America 3: Apocalyptic Christianity Readings: Iain Maclean, "Millions Now Living Will Never Die" ch. 30 from McDannell pt. 2, https://chico-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01CAL5 ALMA51 502965400002901&context=L&vid=01CAL5 CHI&search_scope=Everything&tab=everything&lang=en_US</p> <p>Film: Knocking</p>	
5/6	<p>Paganism and the New Age Readings: Pike, Excerpts from New Age and Neopagan Religions in America (Blackboard).</p>	ROUGH DRAFTS DUE
5/8	Peer review day	Everyone will need to review two other students' rough drafts today; I may ask campus students to bring in two physical copies of their rough draft or we may do this

		all online—I will announce how this will work at least a week in advance. DISTANCE STUDENTS, PLEASE NOTE: PEER REVIEW WILL BE DUE BY 11:59 p.m. Friday, not Sunday, to give your peers enough time to take your suggestions into account.
5/10	<p>First Amendment revisited Reading: Amy Howe, “Court Rules in favor of for-profit organizations, but how broadly? In Plain English” (Blackboard) and then one of the following essays:</p> <p>One of the following:</p> <ol style="list-style-type: none"> 1. Charles Russo, “Religious Freedom in Faith-Based Educational Institutions in the Wake of Obergefell v. Hodges: Believers Beware” <i>BYU Education and Law Journal</i> 2016 (on Blackboard) 2. William D. Lay, Free Exercise and the Resurgence of Religious Freedom Restoration Acts, <i>Sage</i> 2016 3. Richard D’Amato, “A Very Specific Holding: Analyzing the Effects of Hobby Lobby on Religious Liberty Challenges to Housing Discrimination Laws,” <i>Columbia Law Review</i> 2016. 4. Essays on the Masterpiece Cakeshop v. Colorado Civil Rights Commission Case, TBA 5. Another scholarly essay on RFRA you find 	<p><u>Homework (writing due by the start of class)</u></p> <ol style="list-style-type: none"> 1. How have cases like <i>Burwell v. Hobby Lobby</i>, <i>Obergefell v. Hodges</i>, <i>Masterpiece Cake Shop v. Colorado Civil Rights Commission</i> or other recent decisions affected the way RFRA statutes get employed and interpreted? 2. How do you think the future Supreme Court should (or will) balance religious freedom against other freedoms (e.g. same-sex marriage, reproductive rights, transgender rights, etc)? <p>(If you find your own essay, include a full citation for it in the writing assignment).</p>
5/13	The final paper is due at noon in the regular classroom.	FINAL PAPER DUE (Upload it to Turnitin; campus students, I would like a paper copy as well)

This syllabus is subject to revision if necessary.