

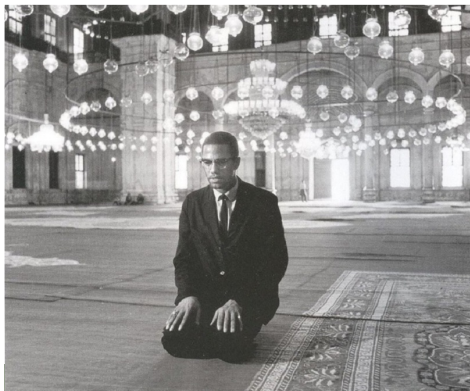
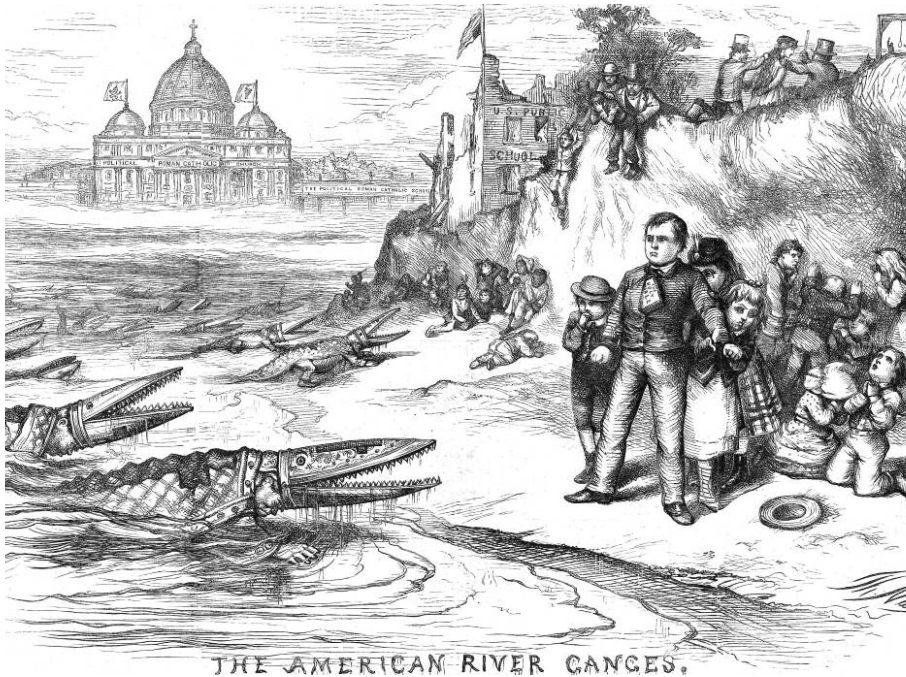
American Religious History Since 1865

Hist 3378 Sec 01

Tue & Th 12:30-1:50pm

ABIV 305

Fall 2017



Your Instructor

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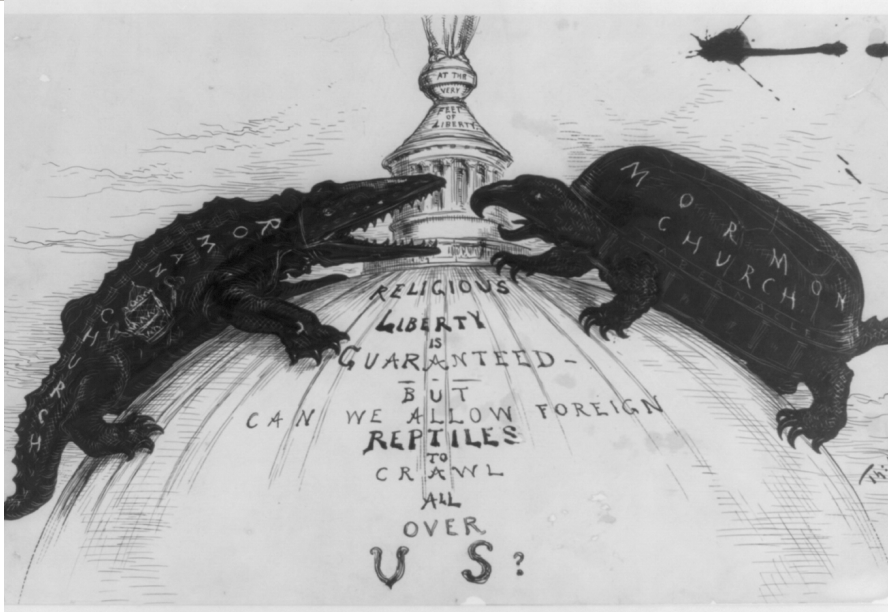
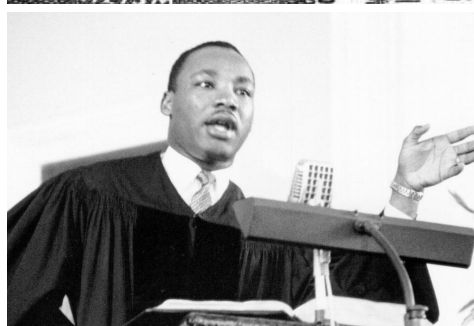
Office Hours:
Tuesday and Thursday
9:30-11:00am

Welcome to a Semester of Intellectual Engagement and Historical Analysis!

Religion has long been a central part of modern American history. From the spiritualists who sought to commune with the thousands who died on the Civil War battle fields to contemporary debates over Muslim immigration, religious thought and practice have permeated nearly every part of the nation's culture. This course examines both the centrality and diversity of religions in America, with a focus on both its influence on American culture as well as its many diverse expressions.

The class has four primary objectives:

1. Gain knowledge of the main themes, moments, and events in American religious history since the Civil War. This includes examining key people, movements, and principles.
2. Hone the ability to analyze questions and themes concerning religion in America, assess historical information accurately, and distinguish between questionable and valid historical assertions in exams and papers.
3. Learn through example and practice in classroom activities, papers, and exams to evaluate primary and secondary sources skillfully and honestly.
4. Learn to skillfully integrate data into coherent arguments expressed through a clear, well-written style in exams, papers, class discussion, and other classroom learning activities.



Welcome (Cont)

Beyond these primary historical goals, this course aims to refine the critical thinking tools necessary for many fields and duties outside the humanities. Students should leave the class better prepared to read critically, think analytically, and argue persuasively.

This course will be run as a seminar, meaning that each day students should be prepared to discuss the assigned reading. Classes that take place on Tuesday will involve a general overview of a topic, and class on Thursday will be devoted to discussion of the primary sources related to that week's theme.

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Course Policies

Class Participation

Students are expected to actively participate in class discussions. Students are required to make at least one comment every other class session. If students are unable or unwilling to comment in class, they are allowed to comment through blackboard or other digital media. I reserve the right to adjust borderline grades up or down according to attendance and participation.

Grading Policies

Students are accountable to demonstrate mastery of the course content. This can generally be accomplished by reading the text and completing assignments thoroughly, in addition to being actively engaged in class. Students are expected to attend each class, to arrive on time, to stay to the end, and to work diligently. Those who show up late or depart early are a distraction to other students and will lose attendance points. Some seem to confuse average and excellent performance; students do not earn grades reflective of excellence unless they manifest excellence in class activities.

Grading Scale

A	465-500
A-	450-464
B+	435-449
B	415-434
B-	400-414
C+	385-339
C	365-384
C-	350-364
D+	335-349
D	315-334
D-	300-314
F	299 and below

Late Work

Each assignment is due at the beginning of class. "On Time" means submitted at the start time of class that day. Assignments turned in later that day receive a five-point penalty. Assignments turned in the following day (note: not the following day of class) receive a ten-point penalty. Assignments turned in thereafter are worth no credit. Genuine emergencies and extenuating circumstances, as determined by me, will be considered on a case-by-case basis.

how to take this course

It's not what you "get" in the course, but how deep you go. Students take history courses for a variety of reasons, usually variations of "it's required." However, this class is an elective, so while I will not take for granted that you are excited to be here and are enthusiastic to learn new things, I will expect you to become as engaged as possible and be prepared to learn and participate.

It is entirely possible to do well in this class without being transformed with newly discovered knowledge, but that would be a damn shame. This course, just like any course, can operate on three different levels. Imagine yourself on a seashore, and the course is the ocean. Enter as deep as you dare...

wading

You need the basic outlines of America's religious past, the highlights, the main characters and ideas, the basic context.

There is nothing wrong with staying in the shallows; this approach may work for you if all you want is a certain grade.

"Waders" are mostly concerned with WHAT happened and what was said, and hold little interest in the tensions, paradoxes, and deeper issues involved.

snorkeling

You have a grasp of the basics and are interested in more questions and exploring what's below the surface.

Perhaps you have taken a few history classes, and are ready to step up and answer nagging questions.

"Snorkelers" challenge basic assumptions, are not satisfied with basic answers, and seek to understand the HOW of the discussion.

scuba diving

You want to go deeper into the topic, and employ the cognitive equipment and tools of critical thinking.

You are aware of issues, tensions, and controversies, and actively seek new ideas, sources, and interpretations

"Divers" don't take any of the course's structure and content for granted. They see, and fill in the course's gaps. They are concerned with WHY the discussion MATTERS.

Reading Assignments

Required Texts:

Kathleen Flake, *The Politics of American Religious Identity: The Seating of Senator Reed Smoot, Mormon Apostle* (University of North Carolina Press, 2004).

Matthew Avery Sutton, *Aimee Temple McPherson and the Resurrection of Christian America* (Harvard University Press, 2009).

John Wigger, *PTL: The Rise and Fall of Jim and Tammy Faye Bakker's Evangelical Empire* (Oxford University Press, 2017).

These are the three primary monographs for the semester. You will be expected to read the entire book and be prepared to discuss it in class on its assigned day.

Every week there will be a cache of primary sources and articles related to that week's theme. You will be expected to read them by their assigned day. They will be available for download on blackboard.

As a warning: there will be a lot of reading. Students always complain about this. You might feel overwhelmed. But I promise that I select these texts carefully, and they're assigned for a reason.

Course Assignments

Attendance & Reading

As with any college course, learning and progression are dependent upon class participation and attendance. Therefore, markings of attendance and reading will make up a considerable portion of the student's overall grade. A sheet will be passed around every class period which will record both your attendance and the percentage of reading you have completed. Students must never mark the roll on behalf of anyone else, present or absent. The choice to disobey this rule, if discerned, results in failure of the course. This emphasis on attendance and preparation rewards the diligent student by granting twenty percent of one's grade merely by preparing for and attending every class period. You are allowed to miss two classes without punishment, and three more can be made up through extra credit. More than five unexcused absences results in failure of the course.

Submitting Written Work

All written work will be submitted through blackboard. This includes research papers as well as the Q&As. I will not excuse late work if you do not alert me beforehand. If you anticipate that you will not be able to submit your work on time, for whatever reason, please let me know well in advance.

Commonplace Books

Throughout the semester, students will be required to keep a "commonplace book." These will be kept on blackboard under the "Commonplace Book" tab. Please title each entry with the date of the assigned reading. On Tuesdays, whenever there is

an assigned article or book chapter, students will summarize the reading's argument in one paragraph. (If there are two assigned readings, students can just summarize one of them.) On Thursdays, when there are primary source reading assignments, students will transcribe one quotation from any of the assigned texts. They will also write one paragraph on what surprised them in the readings. I will periodically check these commonplace book entries online, and they will be graded on a pass/fail basis. All entries are due at the time class starts on the day the readings are assigned.

Class Debates

This class will perform three different debates, each attached to an assigned monograph. Students will be delegated to one of six groups—two each for every book—so you only have to perform once. (These groups can also serve as built-in study/support groups for the entire semester.) The first two groups will debate whether Senator Reed Smoot, a Mormon apostle, should be allowed a seat in the senate; the middle two groups will debate whether Aimee Semple McPherson was "good" for American Christianity; and finally, the final two group will debate whether the PTL club betrayed their subscribers. These exercises should develop group skills as well as build classroom camaraderie. They will be graded on their depth of knowledge and level of creativity. More information will be given as the time approaches.



Classroom Etiquette

Let's face it: our facebooking generation is not good at classroom etiquette. We like to think of ourselves as multi-tasking experts able to tweet, work on homework, message our friends, and listen to lectures all at the same time. But in reality, this just leads to ineffective class time. While I welcome laptops/iPads/do-dats in the classroom (heaven knows I've forgotten how to take hand-written notes), I ask that they only be used for notes.

Relatedly, please turn phones on silent, and please resist the urge to text. I acknowledge my insights are brilliant enough to merit immediate dissemination to the world, but make sure you wait until after class to do so.

Failure to follow these rules will result in a stiff penalty.



Course Assignments

Research Essay & "Unessay"

The primary writing assignment, and highest percentage of your overall grade, is loosely titled a "research essay." I have left the title loose because the parameters of what you can write about are similarly loose. Students will choose a topic related to American religious history since the Civil War that they would like to explore through a five- to six-page paper. The papers that receive top grades are those that demonstrate critical thinking, deep contemplation, clear writing, and scholarly rigor. Topics must be approved by me prior to 10/27, either by email or in person. The papers are then due papers before Thanksgiving break, on 11/21. I will provide feedback within a week. Then, those who wish to perform deep revisions may submit a revised copy before the final day of class on 12/1.

Alternatively, students are free to choose the "unessay" option, which is to be a creative replacement for the essay. Pick a theme, question, event, or individual from the period covered in class, and then come up with an imaginative way to engage it: a quilt, a painting, a BuzzFeed-style listicle (including a clickbait title!), or even a short story. This is a way for you to creatively explore the topics we cover in class in a way better suited for your own style and talents. All "unessay" submissions will be due on 12/1.

There will be detailed information found on specific instructions sheets for these assignments, as well as successful examples. If you experience any difficulty, or anticipate difficulties, it is better to talk to me as soon as possible.

Midterm & Final Exam

A midterm exam will be administered halfway through the semester to gauge your progress. The final exam is comprehensive and will be administered in class on the assigned date. The test will include multiple choice, short answer, term identification, and a few essay questions. A study guide will be provided before both exams.

Extra Credit

Small amounts of extra credit will be available throughout the term and will be entirely comprised of extra reading. Students will be provided with an approved reading list (books and articles that are not on the list, but are approved by me, will also be eligible), and for every one hundred pages read there will be five extra credit points rewarded. Credit will be assessed by the student visiting my office and discussing the book or article, specifically relating how the text has enriched his or her understanding of American religious history.

Course Structure

I have been very deliberate in how I constructed this course. Rather than making it so you have various moments of fervent action, surrounded by periods of calm, I tried to make this course work as constant and steady effort. Think of it as a marathon instead of a sprint. If you attend class, do all the reading, and turn in the weekly writing assignments, it is near-impossible not to get a good grade. (The only wild-cards are the essay/unessay and debates.) Slow and persistent effort is all you need. Put another way: if you work hard, I promise that the class will be easy!



Point Breakdown

CLASS ATTENDANCE	50
READING	50
COMMONPLACE BOOK	100
CLASS DEBATE	50
MIDTERM	75
ESSAY/UNESSAY	100
FINAL EXAM	75
TOTAL	500



Course Schedule

Date	Topic	Reading Assignment
8/24	Introduction to Course	Thursday: Rebecca Anne Goetz, "Barack Hussein Obama: America's First Muslim President?"
8/29 & 8/31	Mending a War-Torn Nation	<p>Tuesday: Drew Faust, "Believing and Doubting"; Edward Blum and Paul Harvey, "Christ in the Camps"</p> <p>Thursday: William E. Montgomery, "The Preachers"; Primary Sources on Reformed & Orthodox Judaism</p>
9/5 & 9/7	Challenges to White Protestant America	<p>Tuesday: Leigh Eric Schmidt, "The Cartoonist"</p> <p>Thursday: Primary Sources on Religious Immigration and Ethnicity; Primary Sources on Women's Efforts; Speeches from the World's Parliament of Religion; Excerpts from Josiah Strong, <i>Our Country</i></p>
9/12 & 9/14	Christian America and the Mormon Senator	<p>Tuesday: Flake, <i>Politics of American Religious Identity</i>, chapters 1 & 2; selections of political cartoons</p> <p>Thursday: Flake, <i>Politics of American Religious Identity</i>, chapters 3, 4, & 6; Excerpts from the Reed Smoot Trial</p> <p>CLASS DEBATE #!</p>
9/19	<p>The Social Gospel</p> <p>No Class on 9/21</p>	<p>Tuesday: Stephen Prothero, "Manly Redeemer"; Russell Conwell, <i>Acres of Diamonds</i>; Rauschenbusch, <i>A Theology for the Social Gospel</i></p>
9/26 & 9/28	Religion and Imperialism	<p>Tuesday: Tisa Wenger, "Indian Dances and the Politics of Religious Freedom, 1870-1930"; Sylvester Johnson, "The Rise of Black Ethnics"</p> <p>Thursday: Hiram Evans, "The Klan's Fight for Americanism"; Primary Sources on Religion and World War I; Primary Sources on Missions Abroad</p>

Course Schedule

Date	Topic	Reading Assignment
10/3 & 10/5	Birth of Fundamentalism	<p>Tuesday: Matthew Sutton, "American Education on Trial"</p> <p>Thursday: Documents on Revivalism and Pentecostalism; Documents on Science & Religion</p>
10/10 & 10/12		<p>Tuesday: (Read ahead in Sutton)</p> <p>Thursday: Matthew Sutton, <i>Aimee Semple McPherson</i></p> <p>CLASS DEBATE #2</p>
10/17 & 10/19	MIDTERM WEEK	-The Midterm will take place in class on Thursday, 10/19. You have Tuesday off to study.
10/24 & 10/26	Societal Transformations	<p>Tuesday: Kevin Kruse, "The Great Crusades"</p> <p>Thursday: Primary Sources on Zionism; Harold John Ockenga, Fuller Seminary Address; Excerpts from Reinhold Niebuhr, <i>The Irony of American History</i>; John F. Kennedy's speech on religion; Engel v. Vitale</p>
10/31	<p>Religion and Civil Rights</p> <p>No Class on 11/2</p>	<p>Tuesday: Claiborne Carson, "The Unfinished Dialogue of Martin Luther King, Jr. and Malcolm X"; "Letter from Birmingham Jail"; "SNCC Freedom Songs"; Excerpts from <i>The Autobiography of Malcolm X</i>; Jacquelyn Grant, "Black Theology and the Black Woman"</p>
11/7 & 11/9	The Culture Wars	<p>Tuesday: Daniel Berrigan's Speech at Cornell; Luis Fontánez, "Theology of a Social Gospel"; Vine Deloria Jr., <i>God is Red</i>;</p> <p>Thursday: Darren Dochuk, "Evangelicalism Becomes Southern, Politics Becomes Evangelical"; Mary Daly, <i>Gyn/Ecology</i>; Audre Lorde, "Open Letter to Mary Daly"; Southern Baptists on Wifely Submission; Reactions to Roe v. Wade; Tim Lahaye, <i>A Christian View of Radical Sex Education</i>; Jerry Falwell on Homosexuality</p>

Course Schedule

Date	Topic	Reading Assignment
11/14 & 11/16	Rise of the Religious Right	<p>Tuesday: Patrick Buchanan, 1992 GOP Convention Speech; Read ahead in Wigger, <i>PTL</i></p> <p>Thursday: John Wigger, <i>PTL</i></p> <p>CLASS DEBATE #3</p>
11/21	<p>Modern Religion</p> <p>No Class on 11/23 (Thanksgiving)</p>	<p>Tuesday: Kathryn Lofton, "Diverting Conversions: the Makeover as Social Rite"; Primary Sources TBA</p>
11/28 & 11/30	American Pluralism	<p>Tuesday: Justine Greve, "Jesus Didn't Tap: Masculinity, Theology, and Ideology in the Christian MMA"; Matthew Hedstrom, "Rise of the Nones"</p> <p>Thursday: Franklin Graham, <i>The Name</i>; Letter to Franklin Graham from the Council on American-Islamic Relations; Richard Rodriguez, "Danger and Grace"; collection of news articles</p>
12/5	Final Exam	The final exam will take place in the regular classroom at 1pm.

Blackboard

I hope that many of you are familiar with blackboard. If not, this will quickly change. We will be using blackboard as the digital hub for our class. Course materials—including the syllabus, grades, assignment information, announcements, and study guides—will be housed within that program. Further, a vast majority of the readings this semester are found in blackboard. If you click on the "Readings" tab you will find folders for every designated week. Within those folders you will find the texts.

Many people like to have hard-copies of their readings so they can highlight and underline passages. You are free to print out the readings, but you can also ask me for the name of the books from which they come and I'll be happy to give you reference information.

If you have difficulty accessing the website please let me know. As a test of your attentiveness to this syllabus: if you email me before the first day of class with either a gif or link to a youtube video that accurately depicts your excitement level for this class, you will receive 5 extra-credit points.

UNIVERSITY POLICIES

ACADEMIC DISHONESTY:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. A copy of the University policy is available on the Sam Houston State University website. If you need clarification about what constitutes plagiarism, do not hesitate to ask or see me during office hours.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...." A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

STUDENTS WITH DISABILITIES POLICY:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center.

VISITORS IN THE CLASSROOM:

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

SKILL OBJECTIVES

Critical Thinking: Students will be taught to think critically and analytically, and to ask appropriate questions about different historical societies and cultures, integrating and synthesizing knowledge they gain in the course, forming conclusions, and building an informed belief system from the complex of information presented in the course content.

Communication: To include effective development, interpretation and expression of ideas through written, oral and visual communication. Communication skills will be addressed in this class through class participation, the reading and discussion of historical texts, attending lectures, and/or watching films. Students will learn through the use of historical materials to critically evaluate the time periods in which these materials originated.

Personal Responsibility: To include the ability to connect choices, actions and consequences to ethical decision-making. Personal responsibility will be addressed in this course as students articulate how to make sound ethical judgments based on the development of their personal value system. By studying how individuals in the past drew upon their cultural belief systems to make ethical choices students will learn how their personal choices based upon ideas, values, and beliefs influence their larger society and culture today.

Social Responsibility: To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. Social Responsibility will be addressed in this course as students learn about the ways in which individuals and groups in the past made decisions aimed at promoting civil discourse, civic participation, and other social values so as to improve society for all. Students will thus learn about their own social responsibilities in improving current American society.