

I. CATALOG DESCRIPTION:

- A. Department Information
Division: Humanities and Social Science
Department: History
Course ID: HIST 135
Course Title: Religion in America
Units: 3
Lecture: 3 Hours
Prerequisite: None

- B. Catalog and Schedule Description:
An introduction of the growth and development of diverse religions in the United States that spans from the colonial period to the present. This course chronologically presents these religious movements, including the Puritans, slave religion, the religious reform movements, the Catholic, Protestant and Jewish communities, the Black religious experience, and contemporary religious movements.

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One

III. EXPECTED OUTCOMES FOR STUDENTS:

Upon completion of this course, students should be able to:

- A. Evaluate the religious communities in colonial America, interpreting the role of women as well as the impact of the Great Awakening;
- B. Construct a theory on the development of African American slave religion;
- C. Analyze the development of religious reform movements, such as the Mormons, the Shakers, the evangelists and the anti-slavery movement;
- D. Explain the impact of expansion on Natives and the cultural conflict that occurred;
- E. Evaluate the development of modern Christian churches, including Protestant and Catholic churches;
- F. Construct a theory on the development of an American Jewish community;
- G. Identify new religious trends, such as Eastern faiths, Scientology, and the New Age Movement.

IV. COURSE CONTENT:

- A. Key religious communities of the colonial period, such as the Puritans and the Quakers.
- B. The impact of the Great Awakening.
- C. The role of women in the colonial religious communities and the challenges to these roles in the early republic years.
- D. The development of African American slave religion.
- E. The use of religion to condemn or justify slavery as an institution.
- F. Mid-19th century religious reform movements, such as the evangelical movement, the Shakers, and the Mormons.
- G. Native religions and cultural conflict in the movement west.
- H. The development of modern Christianity and the secularization of the church.
- I. The development of the Protestant churches in the twentieth century.
- J. The creation of the Jewish American communities and the splintering of Judaism in the United States.
- K. The impact of the religious revolution within the Catholic church: Vatican II.
- L. The development of the Black church.
- M. The development of eastern faith throughout the United States in the late twentieth century.
- N. The development of new popular religious movements, such as scientology and new Age faiths.

IV. METHODS OF INSTRUCTION:

- A. Lecture: The instructor will present key material, reflecting text and special assigned readings. Students will be actively involved in participating.
- B. Multimedia: Videos, films, music, and slides will be used to illustrate how people lived, fictional and non-fictional representations of historical events and time periods, and popular culture's depictions of modern religions.
- C. Group Activities: Students will answer questions from text and primary documents and present the information to the class. Role-playing will also be used. Small groups will also discuss course materials.
- D. Large group discussions: Students will be asked to present materials and question other students to stimulate discussion on various controversial topics.

VI. TYPICAL ASSIGNMENTS:

- A. Analytical papers: Students will use primary and secondary sources and analyze their relevancy and legitimacy. Students may also compare and contrast sources and construct their own interpretation of major religious movements.
- B. Exams: At least three exams, which may include multiple choices, fill in the blank, short answer and essay questions. Materials on the test will include text, lecture, supplemental readings, and in-class films.
- C. Collaborative assignments: Students will work in groups for in-class work. This may include in-class discussions, document work, debates, and analysis of major religious trends in the United States.
- D. Film Responses – Students may watch a variety of documentaries or fictional full length feature films and critically evaluate the information within the film as well as how the information is being presented.
- E. Final statement: Students should have an opportunity to express an opinion on what knowledge they have gained from the course. The final statement is an open expression of what they have learned from History 135.

VII. EVALUATION(S):

- A. Methods of Instruction
 1. Analytical papers: Typical assignment: Evaluate how Asher Lev chooses to revolt against his father's faith. Is this a generational conflict or does this reflect the new attitudes of a modern Jewish community in the United States? Write a 4-6 page response to this question using My Name is Asher Lev for direct quotes to support your analysis.
 2. Exams: Typical assignment: Essay question: How did the faith of the Oglala Sioux bring them in direct conflict with American cavalry at Wounded Knee. Explain what happened and why?
 3. Collaborative Assignments: Typical assignment: In class debate: The Great Awakening-Fact of historical fiction? Using secondary sources from Harry Stout and Jon Butler, the class will divide into two groups to debate the merits of each historian's interpretation of The Great Awakening.
 4. Film Response: Typical assignment: Watch "The Salem Witch Trials" and critically evaluate the material as well as how the material is present.
 5. Final Statement: Typical Assignment: What did you learn from History 135? Describe three specific things (assignments, readings, films) and what you learned from each. This personal, reflective essay should be a minimum of two pages.
- B. Frequency of evaluation:
 1. Weekly collaborative assignments (in and outside class).
 2. Monthly paper assignments on supplemental readings.
 3. Three exams spaced about every six weeks.
 4. One final exam or final statement at the end of the semester.

VIII. TYPICAL TEXT(S):

- Gaustad, Edwin: A Religious History of America. Harper, Row, Publ: New York, 1990.
Butler, Jon and Harry Stout: Religion in American History. Oxford Press, Oxford, 1998.
Allitt, Patrick: Major Problems in the History of American Religion. Houghton Mifflin, New York, 2000.
Greer, Allan. The Jesuit Relations: Natives and Missionaries in Seventeenth Century North America. Bedford Press: Boston, 1999.
Morgan, Edmund: The Puritan Dilemma: The Story of John Winthrop. Little, Brown and Co., Boston, 1988.
Salisbury, Neal (ed): The Sovereignty and Goodness of God. Bedford Press: Boston, 1998.
Stuckey, Sterling: Slave Culture. Oxford Press, New York, 1987.
Neihardt, John (ed): Black Elk Speaks. University of Nebraska: Lincoln, 1992.
Calof, Rachel: Rachel Calof's Story: Jewish Homesteader on the Northern Plains. Indiana University Press: Bloomington, 1995.
Potok, Chaim: My Name is Asher Lev.
King, Martin L.: The Trumpet of Conscience. Harper Collins: San Francisco, 1967.

IX. OTHER SUPPLIES REQUIRED OF STUDENTS: None