

## **REL S 390A Religion and American Institutions — Fall 2011**

MW 2:00-3:15 p.m. • 3 credits • LA2203

Dr. Moore, 662A Arts and Letters, 619.594.6252

<http://blackboard.sdsu.edu> • email: [remoore@mail.sdsu.edu](mailto:remoore@mail.sdsu.edu) • website: <http://kali.sdsu.edu>

### **Democracy is not a spectator sport! —Lotte E. Scharfman**

**Office Hours** TuTh, 1:00-3:00 p.m., AL 662B, and by appointment. If you need accommodation due to a disability, please let me know. Also let me know in advance if you anticipate an absence due to a religious holiday this semester. Thank you!

**Course Description** This is the first course in a two-semester sequence on Religion and American Institutions which fulfills the American Institutions requirement (U.S. history and government) at SDSU. It also fulfills the Critical Issues requirement for the Religious Studies major, and fulfills the upper division requirements for the REL S minor. The course covers the period of pre-contact Native American religions, to the end of the nineteenth century. We will look at broad social movements and at unique personalities which shaped the way our nation is today. We will pay particular attention to constitutional issues affecting church and state relations. We will also devote time to the role immigrants have played in our nation's history, and will examine our personal immigrant backgrounds. We will study the impact of religion on U.S. society, economics, politics, and culture and will see the profound impact religion has had on communal and individual decision-making, from that of Native Americans to that of the writers of the Constitution, to that of the people fighting on both sides of the Civil War. [Preview: REL S 390B fulfills the California government requirement of American Institutions, and covers twentieth-century U.S. religious history as well as religious developments in California.]

**Goals of the Course** **What I would like you to learn is...**

How different people interpret the story of religion in U.S. history  
How religion has shaped secular society and been shaped by it  
How constitutional questions have real-world consequences  
How immigrant relations have affected religion and society in the U.S.  
How decisions and choices made in the past, affect us today

**What I would like you to learn to do is...**

How to read and understand primary and secondary sources  
How to analyze evidence to see if it supports our theories  
How to articulate orally and in writing the different ways U.S. religious history is understood

**Required Texts** Jon Butler et al., *Religion in American Life* (AmLife)  
Peter Carroll and David Nobel, *The Free and the Unfree* (reprinted by Montezuma Publishing) (F/UN)  
*We the People*, Course Reader (from Montezuma Publishing) (WTP)

All texts are available for purchase at the SDSU Bookstore  
*Religion in American Life* and *The Free and the Unfree* are on two-hour reserve in the library

**Electronic Devices** No electronic devices of any kind are allowed on during the class session. This includes, but is not limited to using: computers, cell phones, music players, text-messagers, i-pods, i-phones, Blackberries, blueberries, strawberries, etc. Students will be asked to sign a covenant agreeing to abide by this rule. Consequences for breaking the covenant will be discussed by the class.

**Preliminary Schedule (subject to change and correction)**

<b>DATE</b>	<b>ASSIGNMENTS: Complete these <u>before</u> you come to class</b>	<b>LECTURE THEMES AND LEARNING TASKS</b>
29 Aug	<b>INTRODUCTION</b>	<b>E PLURIBUS UNUM</b>
31 Aug	<b>PRIMAL RELIGIONS</b> AmLife ch 1, 5; F/UN ch 1	<b>CULTURE CLASH</b> Categorize key elements of different Native American and African religions
5 Sept	<b>LABOR DAY HOLIDAY</b>	<b>NO CLASSES</b>
7 Sept	AmLife ch 2. WTP: Iroquois Constitution; Sojourner Truth  <b>Due: 1-2 pp paper on “Who Am I?”</b>  <b>Check your WebPortal to make sure you are not registered for classes you aren’t taking!</b>	<b>GOVERNMENT BY CONSENT OF GOVERNED</b> <b>SLAVERY AS AN AMERICAN INSTITUTION</b> Identify different approaches of missionaries; deconstruct Iroquois constitution; understand slave text
12 Sept	<b>EUROPEAN IMMIGRATION</b> F/UN ch 2, 3  <b>Drop Deadline : 11:59 p.m.</b>	<b>CULTURE CLASH</b> Provide reasons why Europeans came to North America; explain how colonial society was structured
14 Sept	<b>NATIONAL CONSCIOUSNESS</b> AmLife ch 3. WTP: Mayflower Compact; Thomas Hooker  <b>Add Deadline : 11:59 p.m.</b>	<b>GOVERNMENT BY CONSENT OF GOVERNED</b> Portray the diversity of religion in the New England colonies; deduce significance of religious rhetoric applied to America’s origins
19 Sept	<b>IMMIGRANT RELIGIONS</b> AmLife ch 4	<b>IMMIGRATION AND RELIGIOUS DIVERSITY</b> Classify the ways religion affected patterns of immigration
21 Sept	AmLife ch 6. WTP: Jonathan Edwards	<b>AMERICA UNDER GOD’S PROVIDENCE;</b> <b>MILLENNIALISM;</b> <b>REVIVALISM AND MORAL REFORM</b>

		Describe the “Great Awakening” and note why it is important
26 Sept	<b>Test # 1</b>	Bring 8 ½ x 11 bluebook
28 Sept	<b>RELIGION AND THE FOUNDING OF THE UNITED STATES</b> AmLife ch 7; F/UN ch 4. WTP: John Wesley; Tom Paine	<b>GOVERNMENT BY CONSENT OF GOVERNED RELIGIOUS FREEDOM</b> Frame an explanation of power relations in colonial America; identify issues leading to revolution against England
3 Oct	WTP: The Declaration of Independence	<b>GOVERNMENT BY CONSENT OF GOVERNED</b> Map differences between first and second drafts; Compare causes listed in Declaration with those listed in F/UN ch 4
5 Oct	F/UN ch 5. WTP: U.S. Constitution	<b>SEPARATION OF POWERS; DECENTRALIZATION VS. FEDERALISM; SLAVERY AS AN AMERICAN INSTITUTION</b> Differentiate between Articles of Confederation and Constitution Debate functions of legislative, executive, and judicial branches in light of current events
10 Oct	WTP: Hiram Johnson <b>Due: Group Presentations on California Initiatives</b>	<b>CONSTITUTIONAL ISSUES, CONT.</b>
12 Oct	WTP: The Bill of Rights (first 10 Amendments); James Madison; Thomas Jefferson;	<b>RIGHTS OF THE INDIVIDUAL</b> Enunciate difference between non-establishment clause and free exercise clause of 1st Amendment; analyze other amendments in light of current events
17 Oct	WTP: Remaining Constitutional Amendments	<b>VOTING RIGHTS SLAVERY AS AN AMERICAN INSTITUTION</b> Appraise contents of remaining amendments
19 Oct	<b>AMERICAN CIVIL RELIGION</b> AmLife ch 8 WTP: Ezra Stiles; Thos. Jefferson first inaugural address <b>Due: 3-4 page paper “Where Does My Family Come From?”</b>	<b>AMERICA UNDER GOD’S PROVIDENCE FEDERALISM VS. DECENTRALIZATION</b> Generate examples of American civil religion; sort out early American political parties
24 Oct	<b>EARLY REPUBLIC</b> F/UN ch. 8 to p 202 WTP: Alexis de Tocqueville	<b>RELIGION IN POLITICS</b> Identify important political problems resolved in the Early Republic

26 Oct	<b>FRONTIER EXPANSION</b> AmLife ch 9; F/UN ch 7. WTP: John O'Sullivan	<b>REVIVALISM AND MORAL REFORM; CULTURE CLASH</b> Relate key issues in frontier expansion to revivalism and reform
31 Oct	<b>Test # 2</b>	Bring 8 ½ x 11 bluebook
2 Nov	<b>ABOLITIONISM AND THE CIVIL WAR</b> AmLife ch 13; F/UN ch 6., ch 8 pp 202-209 WTP: Frederick Douglass, Julia Ward Howe, Abraham Lincoln, Emancipation Proclamation	<b>INDIVIDUAL EQUALITY; REVIVALISM AND MORAL REFORM; AMERICA UNDER GOD'S PROVIDENCE &amp; JUDGMENT; AMERICA UNDER PROMISE OF DECLARATION OF INDEPENDENCE</b> Connect revivalism and moral reform with Abolitionism; Identify religious and secular motifs in the writings of Lincoln, Howe, Douglass
7 Nov	<b>ABOLITIONISM AND CIVIL WAR, CONT.</b>  F/UN ch. 9; WTP: Mark Twain	<b>ABOLITION ISSUES, CONTINUED</b>
9 Nov	<b>RECONSTRUCTION</b> Black Religion in America F/UN ch 10; AmLife ch 12; WTP: W.E.B. DuBois	<b>RELIGIOUS DIVERSITY IN AMERICA</b> Find distinctive characteristics of African American religions
14 Nov	<b>IMMIGRATION &amp; INDUSTRIALIZATION</b> F/UN ch 11, 12; AmLife ch 14; WTP: Samuel Morse; Platforms of Know-Nothings, etc.; Emma Lazarus	<b>IMMIGRATION AND RELIGIOUS DIVERSITY; NATIVISM</b> State the effects of industrialization and immigration on U.S. economy; describe U.S. political system at end of 19th century
16 Nov	<b>Immigration &amp; Industrialization, continued</b>	
21 Nov	<b>Transcendentalism, Freethought &amp; Unitarianism</b> WTP: Ralph Waldo Emerson; Henry David Thoreau	<b>INDIVIDUAL FREEDOM; NATURE AND ENVIRONMENT</b> Trace the history of Freethought in the U.S.
23 Nov	Hmmmmmm....	TBA
<b>24 Nov</b>	<b>THANKSGIVING</b>	<b>NO CLASSES</b>
<b>25 Nov</b>	<b>THANKSGIVING RECESS</b>	<b>NO CLASSES</b>
28 Nov	<b>Free Thought</b> WTP: Henry David Thoreau	<b>INDIVIDUAL FREEDOM; NATURE AND ENVIRONMENT</b> Articulate the issues in Civil Disobedience
30 Nov	<b>NEW ALTERNATIVES</b> AmLife ch 10; WTP: Katherine Tingley	<b>AMERICAN UTOPIAS</b> Identify the appeal of communal experiments

5 Dec	<b>AMERICAN JUDAISM</b> AmLife ch 12. WTP: Samuel Isaacs, Isaac Leiser	<b>IMMIGRATION AND RELIGIOUS DIVERSITY</b> Show how immigration changes religion
7 Dec	<b>HOME-GROWN CHRISTIANITIES &amp; OTHER MILLENNIAL GROUPS</b> AmLife ch 11, 16  <b>Due: 5-6 pp paper on “What Is My Family Story?”</b>	<b>MILLENNIALISM</b> Explain the rise of Mormonism, Shakerism, and other millennial groups (e.g., the Native American Ghost Dance)
14 Dec	<b>Test # 3, 1:00-3:00 p.m.</b>	Bring 8 ½ x 11 bluebook

**GRADES AND GRADING POLICIES**

Three essay exams	
Test # 1	20 points
Test # 2	40 points
Test # 3	60 points
Three papers	
1-2 pp paper “Who Am I?”	10 points
3-4 pp paper “Where Does My Family Come From?”	15 points
5-6 pp paper “What Is My Family Story?”	25 points
Weekly Reading Responses	
10 @ 4 points each (you may do as many as you like to improve your grade)	40 points
Group Presentation: California Initiatives	5 points
Participation (measured by group work in class)	10 points
Total	225 points

**Assignment Sheets and Reading Responses Appear on Blackboard!**

**EXTRA CREDIT OPPORTUNITIES**

I generally oppose extra credit on philosophical grounds but I will make the following exceptions for students who are willing to **memorize the following items and declaim them out loud either in class or in my office before 9 December, for a maximum of five E.C. points:**

First paragraph of Declaration of Independence	1 point
Preamble to Constitution	1 point
First & Fourth Amendments	1 point
13th, 14th, and 15th Amendments	1 point
Lincoln’s Gettysburg Address	3 point

**THE FOLLOWING PERCENTAGE GRADING SCALE WILL BE USED:**

	87-89 = B+	77-79 = C+	67-69 = D+	59% or less = F
95-100 = A	84-86 = B	74-76 = C	64-66 = D	
90-94 = A-	80-83 = B-	70-73 = C-	60-63 = D-	

To calculate your standing in the class at any time simply take the number of points currently available, divide this figure into the number of points you have earned, and look at the percentage chart above to see what your grade is.

### **GRADING CRITERIA (FROM 2011-2012 UNIVERSITY CATALOG, P. 461)**

- Grade of A = outstanding achievement; available only for the highest accomplishment
- Grade of B = praiseworthy performance; definitely above average
- Grade of C = average; awarded for satisfactory performance; the most common undergraduate grade
- Grade of D = minimally passing; less than the typical undergraduate achievement
- Grade of F = failing

### **THE BOLD (BUT TINY) PRINT**

1. No electronic devices of any kind are allowed in class unless you have explicit permission of Student Disability Services.
2. If I see you text messaging I will ask for your phone until the end of the class period. Same for computers.
3. I do not accept any papers via email. They must be submitted directly to me in hard copy.
4. You have exactly one week (seven days) to take a missed exam or to turn in a paper late. Regardless of the reason for being late, you have an unfair advantage over students who complete the work on time, or take the test in the appointed hour, therefore you will be docked 10% points for late papers and exams. If you fail to talk with me or to make other arrangements regarding make-up work within one week, then you will receive a zero on the assignment. No exceptions!
5. Academic Honesty: If I suspect you of cheating on a test, or of presenting a paper as your own which you have not written, I will confront you with my suspicions. In the case of an exam, I will confiscate your cell phone or any other suspicious item. In the case of papers, I will ask you to provide documentary evidence that either you have not cheated (e.g. you provide a complete set of notes) or that the paper is your own (e.g. a rough draft, evidence of original work, notes.) If you are caught cheating--by which I mean if I find similar material on the Internet--you will receive a zero on the assignment, with no opportunity to do make-up work. Please read the guidelines on academic honesty, and the consequences of cheating by looking at my website, <http://kali.sdsu.edu/honesty.html>. If I decide it's not worth the hassle, I will simply turn over your paper and evidence of my own suspicions to the Center for Student Rights and Responsibilities, and let them deal with the issue.
6. Statement on What I Can and Can't Do To Assist You

I will do everything within reason to actively support your learning. I will also do everything possible to make this class as well-organized and straightforward as possible. My concern is for ALL of the students in the class, making sure that everything is fair, and that everyone has the opportunity to earn the highest grade possible. I strive to provide a diversity of learning strategies to meet a variety of student learning preferences from online learning to experiential opportunities.

7. For those who would seek special treatment

I have found that the number of students who seek special consideration at the end of the semester has increased dramatically. This practice is especially common among students who have missed assignments or done poorly on the exams. Seeking special favors is not fair to all the hard-working students who have kept up with the course work over the entire semester and reflects a lack of integrity. Furthermore, university policy does not allow professors to change grades or permit individual students to earn extra points without that same opportunity being available to every student in the class. ***If you are concerned about your grade the time to do something about that is right now at the beginning of the class and throughout the semester.*** If you must have a certain grade in the class to meet eligibility requirements for a major, a scholarship, athletics, or graduate school then it is your responsibility to see that you earn that grade. Out of respect for hard-working and honest students in the class, and university policy, I cannot provide special treatment for individual students. Although it is my hope that everyone is successful, that is ultimately up to each of you. The course is designed to reward your efforts. If you want to do well in the class you will.