

Syllabus as of January 10, 2012. Please watch for updates on Blackboard!

REL S 390B Religion and American Institutions, Spring 2012

MW * 2:00-3:15 p.m. * 3 credits * ENS 291

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Office Hours MTuW 10 a.m. - 12 noon, and by appointment. If you need accommodation due to a disability, please let me know right away.

Course Description This course focuses on the interaction between religion(s) and society and culture in the United States during the 20th century, with a special emphasis on history and government in the state of California. In other words, we will look at U.S. history through the lenses of the California experience. With more than 12% of the nation's population, California is a trendsetter, as well as a bellwether for the future. We will take an historical, rather than sociological or comparative, approach to the study of religion, and thus will look at the impact religion has had on American politics. We will learn the meaning of historiography and how the story of history is told. In addition to reviewing the basics of California history and government, we will examine the following developments: fundamentalism; California's metaphysical religions; Progressivism; the Great Depression and World War Two, including Japanese internment; religion in the 1950s and McCarthyism; the Vietnam War; Civil Rights Movements; the rise of new religions in the 1960s and 1970s; the Religious Right and the Religious Left; and religious pluralism in the 21st century.

G.E. Course Goals Title 5, *California Code of Regulations*, Article 5, Section 40404 requires that all students demonstrate an understanding of American history, the United States Constitution, and California state and local government. This course fulfills the mandate for California history and government.

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

1. How religion has changed the course of U.S. history in the 20th and 21st centuries, especially in California
2. How political and social developments have changed religion in America

What I would like you to learn to do

1. Analyze readings and articles as a historian would (assessed by two writing assignments) and conducting a site visit followed by a field report
2. Articulate orally and in writing key moments in 20th century American religious and cultural history (assessed on four exams)
3. Explain the nuances and craziness of California state government (assessed

through group project with oral presentation)

Texts

Jon Butler, Grant Wacker, Randall Balmer, *Religion in American Life: A Short History* (also on 2-hour Reserve) = AmLife
 Larry N. Gerston and Terry Christensen, *California Politics and Gov't: A Practical Approach* (available for rental through the bookstore) = G&C
 Course reader on sale at nearby copy shop = Reader

SCHEDULE (always check Blackboard for updates!)

Tentative Schedule	Assignments are to be completed on the date listed. Always bring your reader to class!	Focus your thinking as you read assignments and listen to lectures and discussions by answering these questions or thinking through these guides.
18 Jan	Civil Religion MLK speech will be provided in class	What elements of Civil Religion appear in Martin Luther King's "I Have A Dream" speech?
23 Jan	Historiography G&C, ch 1 Reader: James Sandos	What does it mean to tell U.S. history from West to East, rather than in the "normal" way, that is East to West? Speculate on how history is written.
25 Jan	Native American History Am Life, pp 30-41 Reader: Martha Voght Jan 31 = Deadline for Drop	Summarize characteristics of Native American religion(s) in California.
30 Jan	California Religious History Reader: Tamar Frankiel, Sandra Frankiel Feb 2 = Deadline for Add	Identify key elements of California's religious history, 1800-1900.
1 Feb	Two Californias? Reader: Glenn Gendzel	Narrate the myths of origin for Northern California and Southern California.
6 Feb	Agriculture and Railroads Reader: W. H. Hutchinson, Michael F. Sheehan Due: 3-4 pp analysis of two articles on agriculture and railroads (see assignment sheet)	Navigate between the myths and realities of the role the Southern Pacific Railroad played in California economic development, especially in agriculture.
8 Feb	Progressivism in California Reader: Hiram Johnson,	Catalog the abuses that led to the rise of Progressivism in California. Define Progressivism.

	Robert Chandler	
13 Feb	Test # 1	Review class notes, online notes, study questions, and all readings from 18 Jan through 8 Feb.
15 Feb	California Political Parties C&G ch 2	Transmit the “progressive legacy” of California government. Unpack the idea of “hybrid democracy.”
20 Feb	Money and Politics Interest Groups C&G ch 3, 4	Outline the role money and media play in elections in California. Portray how interest groups work in the state (who are they, what do they do).
22 Feb	The Legislative Branch C&G ch 5	Discuss how a bill becomes a law.
27 Feb	The Judicial Branch The Executive Branch C&G ch 6, 7	Identify issues of controversy in the California state judicial system. Delineate the powers of the Governor and the Executive Branch.
29 Feb	Taxes C&G ch 8	Trace the state budgeting process.
5 Mar	Local Government State-Federal Relations C&G ch 9, 10	Recount the different levels of government in addition to that of the state. Present California’s relationship with the federal government.
7 Mar	Test # 2	Review the textbook (G&C), study guides, class notes from 15 Feb through 5 Mar.
12 Mar	American Religion at the turn of the 20th Century Am Life, ch 18 Reader: William J. Seymour	Characterize religion in the U.S. at the turn of the 20th century. Describe the type of religious diversity that existed. What is Pentecostalism and why is it important?
14 Mar	Fundamentalism Am Life, ch 15, pp. 292-302; 346-53 Reader: William Jennings Bryan; H. L. Mencken	Discuss the reasons for the rise in Fundamentalist Christianity. Compare and contrast fundamentalism with metaphysical religions.
19 Mar	The Social Gospel Am Life, ch 17 Reader: John Ryan, Walter Rauschenbusch	Explain how religious groups responded to social dislocation caused by industrialization and exploitation of workers.
21 Mar	The Great Depression American Life, pp. 353-362 Reader: Stephen Wise, Upton Sinclair	Describe the ways various Americans responded to the Great Depression. Assess Upton Sinclair’s EPIC Program.

26 & 28 Mar	Spring Break, no classes	
2 Apr	World War II Reader: Christian Century Articles, Robert Shaffer	Assess different accounts of WWII. Conjecture the reasons for Japanese Internment during the war.
4 Apr	The 1950s Am Life, ch 20 Reader: Richard Hofstadter, Sue Garson	Compare/contrast anticommunism of 1950s to anti-terrorism of today. Compare status of Jews to status of Christians in 1950s.
9 Apr	Test # 3	Review the textbook, study guides, class notes from 12 Mar through 4 April.
11 Apr	Religion and Civil Rights Am Life ch 21 Reader: James Baldwin, <i>Brown v. Board of Education</i>	Provide the religious justification for civil disobedience
16 Apr	Religion and Civil Rights, cont. Reader: Accounts of farm worker organizing, Spencer Bennett, NOW Documents Due: Cover Sheet for JSTOR Article Analysis	Compare and contrast the Civil Rights movements for African Americans with that of Latino farmworkers and the Women's Liberation Movement.
18 Apr	The Vietnam War Reader: Gulf of Tonkin, LBJ speech, Richard Nixon Speech, MLK Speech	Reproduce religious responses to the Vietnam War.
23 Apr	The 1960s: New and Alternative Religions Am Life ch 22 Due: Field Report from Site Visit (see assignment sheet)	Trace the rise of new and alternative religions in the U.S. Track the popularity of religions from Asia.
25 Apr	The 1960s: Judaism and Catholic Christianity Am Life, pp 385-94 Reader: Robert Ellwood, Documents from Vatican II	Explicate how Judaism and Catholic Christianity change in the 1960s.
30 Apr	The Religious Right & Religious Left Am Life, ch 23, 24 Reader: Justin Watson, Roe	Plot the ways conservative Christians gained a voice in American politics in the 1980s. Note issues of importance to the religious right and compare to issues of important for the religious left.

	v. Wade, Catholic Bishops' Pastoral, Jim Wallis	
2 May	Islam in America Am Life, Epilogue Reader: Geneive Abdo, Precious Rasheeda Muhammad Due: 5-6 pp analysis of JSTOR article (see assignment sheet)	Describe the factors that have shaped Islam in the U.S. State the issues concerning American Muslims today.
7 May	No Class -- Teacher out	
11 May	Optional Study Session for Test # 4	2:00-3:00 p.m., location TBA
14 May	Test # 4	Review the textbook, study guides, class notes from 11 Apr through 9 May

Grades and Grading Policies

You will be graded on the following assignments:

Four in-class tests comprising short answer questions (paragraphs)	
Test # 1	20
Test # 2	30
Test # 3	40
Test # 4	50
One 3-4 pp analysis of two articles	25
Group Project on State Government	25
*One Site Visit with 2-3 pp Field Report	20
*One 5-6 pp analysis of JSTOR article	50
Participation (in-class assignments only)	10
Total	270

* For students wishing a more challenging project, a 10-page analytical paper using documents from the SDSU Special Collections may be completed. Steps include: 1) meeting in Special Collections with a group; 2) proposal; 3) bibliography; 4) first complete draft; 5) final version. This is for a total of 70 points and is in place of the site visit, field report, and JSTOR article analysis. Instructor permission required. Please let me know by February 8 if you want to take this option.

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 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

Over many years of teaching 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.