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Office Hours: Tues 10:00 -12:00 pm, Sat. 11:00 -1:00 pm

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CHT 200
History of Religion in the United States

Spring 2022
Track I: Room 315 / Track II: Online

Course Description

This course is structured to understand the historical import, distinction and variety of religion in the United States of America. We will study indigenous religions, Eastern Religion and various forms of Christianity to analyze how religion has developed in the diverse sociohistorical contexts of North America. We will have dialogue that integrates environmental science and assignments to assess how religion is lived currently in the United States- and how it shapes and influences society's responses to environmental devastation and climate change. Despite a vocal minority critical of mainstream science, there is consensus among the great majority of scientists studying climate that present-day global climate change is real, significant, and primarily human-caused. How can religious belief and praxis assist human beings interact with the natural world to mitigate the harmful effects of climate change?

Course Objectives

The course is designed to equip students to:

- Identify many of the main events, documents, personalities within the history of religion in the United States of America. (*Demonstrated through quizzes and exams*)
- Understand the importance of religion in U.S. History. (*Demonstrated through papers and final projects*)

- Examine historical, cultural, political and sociological factors among diverse religious practitioners and various acts of cooperation or domination toward creation. *(Demonstrated through papers and examinations)*
- Know the difference between primary sources and secondary texts (*Demonstrated through papers and group discussion*)
- Understand the ways in which diversity and pluralism impact American religion and environmental scientific literacy. *(Demonstrated through quizzes, papers and group discussion)*
- Develop an appreciation or a critique for their own religious denomination and their commitment to respond to climate change. *(Demonstrated through papers, and discussion)*
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Required Texts

Cronon, William. *Changes in the Land*. Hills & Croft, 1983.

Robin Kimmerer. *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants* and *Gathering Moss: A Natural and Cultural History of Mosses*. Milkweed Editions, 2013.

Charles Lippy. *Introducing American Religion*. Routledge, 2009.

Albert Raboteau, *Canaan Land: A Religious History of African Americans*. Oxford, 2001.

John Lewis, Andrew Aydin, and Nate Powell. *March: Book One*. Marietta, GA: Top Shelf, 2014.

Malala Youssafzai with Christian Lamb. *I Am Malala: The Girl Who Stood Up for Education and was Shot by the Taliban*. New York: Little, Brown and Company, 2013.

Wells, Christopher W. *Car Country: An Environmental History*. University of Washington, 2012.

Additional Readings accessible on CANVAS

Course Evaluation:

1. Attendance & Participation (10%)
2. Final Project (30%)
3. One 5- 7-page Historical Research Paper (30%)
4. Reading Quizzes (20%)
5. Podcast (10%)

Grading Scale:

This course follows the Grading Scale laid out in the Hood Theological Seminary Catalogue (p. 29).

A (93-100) **A-** (90-92)
B+(87-89) **B** (83-86) **B-** (80-82)
C+ (77-79) **C** (73-76) **C-** (**70-72**)
D (60-69) **U** (0-59)

Course Requirements:

Attendance and Participation: Your regular attendance and active participation are essential to be successful in this course. This means that you will be expected to adhere to the following guidelines:

- Read the assigned materials prior to coming to class
- Arrive on time for class and remain for the entire session;
- Inform the professor of any anticipated absence'
- Submit all work on time as required by due date; any unexcused late work will be subject to a grade reduction;
- Ask thoughtful questions and contribute constructively to class dialogue

You are permitted two excused absences during the semester; three or more absences will result in a grade deduction; and four or more will result in unsatisfactory performance. Only documented medical emergencies or family tragedies will be counted as excused absences.

10% of your final grade will be assessed through attendance and participation.

Reading Quizzes

20% of your final grade will come from reading quizzes based on assigned course readings and class discussions. The lowest grade will be dropped and the others will be graded for descriptive and reflective content. It will be useful to refer to Powerpoint slides and make notes as you read the course material and prepare a paragraph summary of the material prior to coming to class.

Final Project

30% of your final grade will be assessed through a Final Project. This project will allow the student to select a Formal Statement of Religion as a primary source with regard to the Climate Change crisis and *interrogate it based upon their understanding of religion and their personal denominational affiliation's response statement to climate change*. The student must provide support through course readings and additional research.

Historical Research Paper

30% of each student's final grade is based on the completion of a written paper of 5 – 7 pages. The paper is due on Late papers will be penalized. A hard copy and an electronic copy submitted on CANVAS must *both* be turned in on time. A list of appropriate essay topics will be provided on CANVAS. **In consultation with the professor, students may choose a topic of their own. All topics must dialogue with key primary sources.**

Podcast

10% of the final grade will consist of a participation in a student produced podcast that will feature the scholarship of a religious scholar and an environmental scientist.

Basic Rules for Writing Formal Essays

A satisfactory essay will:

- Be between 5 and 7 pages in length.
- Dialogue extensively with *at least* 1 primary source.
- Follow Kate Turabian's style guide for citation. Sample guides can be found on the myHood website
- Utilize and reference *at least* 3 secondary sources in the paper. You may not use blogs, Wikipedia, and other non-academic websites. Your secondary sources must be academic journal articles or academic books. If you have any questions about the appropriateness of a source, please consult the professor, the librarian, or the writing center coordinator.
- All papers that receive a passing grade will have **a strong thesis statement that guides the essay**. A thesis is an argument. It is an analytical statement that is interesting and plausible; it should not be overly obvious. *Your entire essay should support the thesis statement.*

All written work for this class should be double spaced with 1 inch margins on the top and bottom and 1 inch margins on the sides. Please use Times New Roman 12 point standard font.

Writing tips:

1. A good essay will include topic sentences (i.e. sentences that encompass the major idea of a given paragraph) in most major paragraphs.

Use transition sentences whenever introducing a new concept or idea.

2. Some Very Basic Rules (or Common Writing Mistakes)

Spell out contractions (i.e. *can't* should be spelled out *cannot*).

The phrase "a lot" is made up of two words, not one. Avoid using this phrase wherever possible. The most common use of a semicolons (;) is to link two independent clauses. So, normally a semicolon is used to connect what would otherwise be two complete sentences.

Please keep this in mind. The semicolon is frequently misused. Avoid using over long quotes. In short essays (essays under 10 pages), block quotes should be avoided. Instead, use quotes sparingly. Where possible, summarize the author's ideas into your own words and cite accordingly. When utilizing quotes, students should always introduce the quote and explain how it supports their argument.

Avoid first or second person language (i.e. "I" or "we") in academic writing. Also, avoid the use of "one" as a personal pronoun.

Course Policies

Late Policy

Late work will be penalized one-half of a letter-grade beginning immediately after it is due. It will then be penalized another half of a letter-grade every additional class period.

Any extensions must be requested of the professor *before* the due date. For papers more than 7 days late, students must consult with the professor to see if the paper will still be accepted during the term. Incomplete and resubmission petitions may still incur a late penalty.

(The professor reserves the right to waive part or all of the late penalty in cases where doing so would allow a student to pass the class with the minimum acceptable grade [C].)

Grading Rubric for Coursework and Class Participation

	EXCELLENT (3)	AVERAGE (2)	NEEDS (1) IMPROVEMENT	Points
Level of Engagement in Class	Student proactively contributes to class by respectfully listening, often asking questions and leading the group in productive discussion.	Student contributes to class when called upon or asked. Will ask questions rarely	Student never contributes to class discussion or asks questions.	
Preparation	Student is almost always prepared with class materials and assignments.	Student is usually prepared with class materials and assignments	Student is rarely prepared with class materials and assignments.	
Research Paper	Has clear thesis, material is organized very well, no grammatical errors. Transitions between paragraphs and ideas are effective. Essay effectively supports thesis with use of primary and scholarly secondary sources.	Has fairly clear thesis, material is organized, minimal grammatical errors. Transitions between paragraphs and ideas are awkward and, occasionally, absent entirely. Essay makes limited use of primary and secondary documents. The historical analysis in the essay is weak.	Thesis not clear or lacking, material poorly organized, many grammatical errors. Transitions are mostly absent. Use of historical resources and analysis is weak or absent entirely.	

Accommodations

Anyone having a documented condition or learning disability that will require an accommodation should let the instructor know the first week of class so that arrangements can be made.

Plagiarism

Plagiarism occurs whenever anyone takes credit for someone else's *words or thoughts*. It can range in severity from inadvertently omitting a citation to printing an entire paper off the Internet. When in doubt, cite. The names of students who plagiarize will be submitted to the Academic Dean. As explained in the seminary's plagiarism policy, a student's first plagiarism offense will result in a letter and a mandatory meeting with a faculty member to discuss plagiarism. A second offense will result in an automatic 'U' for the course and the suspension of the student for one semester. A third offense will result in the student's dismissal from the seminary. For more information, visit <http://www.plagiarism.org/>.

For proper citation technique, refer to Kate L. Turabian, *A Manual for Writers of Research Papers, Theses and Dissertations*, 9th ed. (Chicago: University of Chicago Press, 2019). Discussing assignments with your peers is encouraged, however, to avoid plagiarism, do not share your papers with anyone else in the class. If an instance of plagiarism involves one student's copying from another student, both papers will be penalized.

Classroom Code of Conduct

As a graduate student in seminary, you are expected to conduct yourself professionally. Failure to follow *any* of these rules will result in a substantial penalty to your final grade.

- **Be Respectful:** Be respectful to the professor and fellow students. Whining, aggressive, overly argumentative, and rude behavior will not be tolerated.
- **Avoid Habitual Lateness:** Arrive or log in on time for class.
- **No Cell Phone Usage During Class:** Cell phones must be turned off or placed on vibrate mode during class. You may not send or read text messages during class. If you are expecting an important phone call, please inform the instructor prior to the beginning of class.
- **Laptop Policy:** You may utilize a laptop for note taking. You may not check your e-mail, surf the web, or use the laptop for any non-class related reason(s) during class time.

Course Schedule (Subject to Adjustment)

Week 1 [I-Jan 25 II-Jan 29] Class Introduction / Religion and Colonization

Readings: (1) Lippy, 1-16.

(2) Christopher Columbus, *Journal of First Arrival to the New World* (1492 Excerpts on CANVAS)

Week 2 [I-Feb 01; II-Feb 05] Religion and Colonial America

Readings: (1) Cronon, 1-80; 103-125; 155-170.

(2) Short documents from Salem Witch Trials (CANVAS)

Douglas, Linder. "The Witchcraft Trials in Salem: A Commentary"

http://law2.umkc.edu/faculty/projects/ftrials/salem/SAL_ACCT.HTM

The Examination of Tituba

http://law2.umkc.edu/faculty/projects/ftrials/salem/ASA_TITX.HTM

Trial Record of Sarah Goode

http://law2.umkc.edu/faculty/projects/ftrials/salem/ASA_GOOX.HTM

Week 3 [I-Feb 08; II-Feb 12] The Great Awakenings and National Independence

Readings: (1) Lippy, 45-60; 75-90 (2) Raboteau, 21-42

Week 4 [I-Feb 15; II-Feb 19] Nineteenth Century Religious Expansion

Readings: (1) Lippy, 91-107

(2) White, Ellen G. "A Sermon on the Cars"

<http://www.adventistheritage.org/article/44/resources/advent-preaching/9-ellen-g-white-a-sermon-on-the-cars> (CANVAS)

Week 5 [I-Feb 22; II-Feb 26] Slave Resistance and Slave Religion

(1) Raboteau, 43-81

(2) Turner, Nat. "Confessions of Nat Turner" (CANVAS)

<http://docsouth.unc.edu/neh/turner/turner.html>

(3) <http://blackyouthproject.com/black-church-isnt-one-dimensional-either-gullah-gechee-people-subvert-christianity-retain-black-history/> (CANVAS)

(4) <https://www.scseagrant.org/carolinas-gold-coast-the-culture-of-rice-and-slavery/> (CANVAS)

QUIZ 1

Week 6 [I-Mar 01 II-Mar 05] Religion and the Civil War

(1) Lippy, 123-136

(2) Cleburne, Patrick R. "Patrick Cleburne's Proposal to Arm Slaves"

<https://www.civilwar.org/learn/primary-sources/patrick-cleburnes-proposal-arm-slaves>

(3) Wilson, Joseph R. "Mutual Relation of Masters and Slaves as taught in the Bible."

<http://docsouth.unc.edu/imls/wilson/wilson.html>

(4) <https://watson.brown.edu/costsofwar/costs/social/environment> (CANVAS)

Week 7 [I-Mar 08; II-Mar 12] Reading Week - **NO CLASS**

Week 8 [I-Mar 15; II-Mar 19] Asian Immigration, Eastern Religions and Industrialization

Readings: (1) Lippy, 137-153

(2) 2015. "Learning Love from a Tiger: Approaches to Nature in an American in an American Buddhist Monastery." *Aquila Digital Community*. Daniel S. Capper University of Southern Mississippi, Daniel.Capper@usm.edu (CANVAS)

Week 9 [I-Mar. 22; II- Mar 26] Native American Religion

Readings: (1) Robin Kimmerer, 1-97;241-380

QUIZ 2

Week 10 [I-Mar 29; II-Apr 02] Liberalism, Fundamentalism, Pentecostalism

Readings: (1) Lippy, 172-216

(2) Rauschenbusch, Walter. *A THEOLOGY FOR THE SOCIAL GOSPEL* (excerpt)

(New York: The Macmillan Company) 1917. (CANVAS)

(3) George Washington Carver's Bulletins on Soil Remediation (CANVAS)

Week 11 [I-Apr 05; II-Apr 09] Islam in America, Pt. 1

Readings: (1) *I am Malala*, 13-26; 111-188

(2) <http://www.khaleafa.com/khaleafacom/islamic-ecotheology-a-religious-call-to-protect-ecosystem>

Week 12 [I-Apr 12; II-Apr 16] Holy Week NO CLASS

Week 13 [I-Apr 19; II-Apr. 23] Islam in America, Pt. 2

Readings: (1) *I am Malala*, 189-314

(2) <https://aeon.co/essays/muslims-lived-in-america-before-protestantism-even-existed>

Historical Research Papers are due.

Week 14 [I-Apr 26; II-Apr 30] Religion, Race and the Twentieth Century

Readings: (1) Lewis, *March: Book One*

(2) King, Jr. Martin Luther. "A Knock at Midnight"

http://okra.stanford.edu/transcription/document_images/Vol06Scans/14Sept1958AKnockatMidnight.pdf

(3) Wells, Christopher W. *Car Country: An Environmental History*. University of Washington Press, 2012. (Excerpts, TBA)

QUIZ 3

Week 15 [I-May 03; II-May 07] New Religious Movements in Twenty-first century

Readings: (1) Vega, Marta Morena. "Yoruba Orisha Worship comes to New York City"

(2) Gottlieb, Roger S. "Futures" and "Deep Ecology" (CANVAS)

Final Projects centered in Formal Statements on Climate Change by Religious Communities as Class Podcasts

Week 16 [I-May 10; II- May 14]

(1) Watch: Netflix movie "*Kiss the Ground*" (2020) <https://kisstheground.com/>

(2) Lippy ,TBA