

Religions in the United States after 1800's

Course Number: RS F326 / HIS F351P

Unique: RS-82004 / HIS-80849

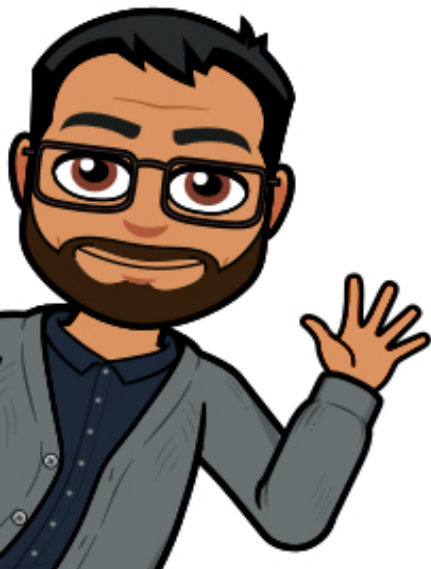
Flag: Cultural Diversity

Josefrayn Sánchez-Perry
Instructor

M & F | 10-11:30 am

Summer 2020

Zoom Meeting Rooms



Course Information

- **THE COURSE**

Title: Religions in the United States since 1800's

Course: RS F326; HIS F351P

Unique: RS-82004 / HIS-80849

Day/Time: M & F | 10-11:30 am

Room: Zoom Meeting Rooms

Class Website: Course page on CANVAS

- **YOUR INSTRUCTOR**

Name: Josefrayn Sánchez-Perry

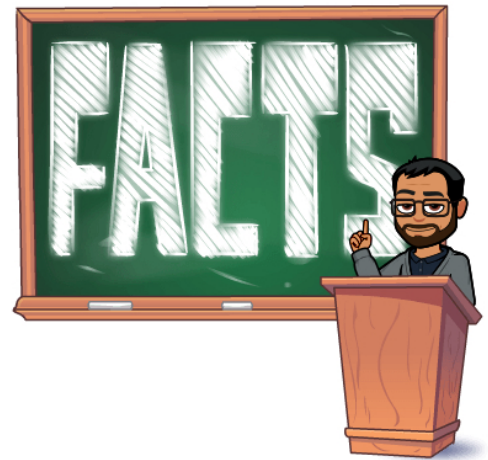
Pronouns: He / Him / His

What to Call Me: Josefrayn or José

Email Address: jsanchezperry@utexas.edu

Office Hours: T & W 9-11 am in Zoom or by appointment

Office Location: Zoom Meeting Rooms



- **REQUIRED MATERIALS**

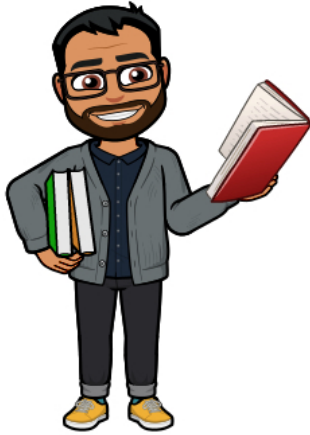
- Access to CANVAS for all readings

- **TEACHING AND LEARNING METHODS**

- Monday lectures
- Friday presentations
- Independent readings
- Journal Reflections
- Presentations



Goals and Outcomes



- **CHARACTERIZE**

Characterize and understand the themes of religion in the United States after the 1800's.

- **ANALYZE**

Analyze the ways in which religion acts as a social category (like a social glue) between cultures, and how religious groups expanded, contracted, and developed over time.

- **SYNTHESIZE**

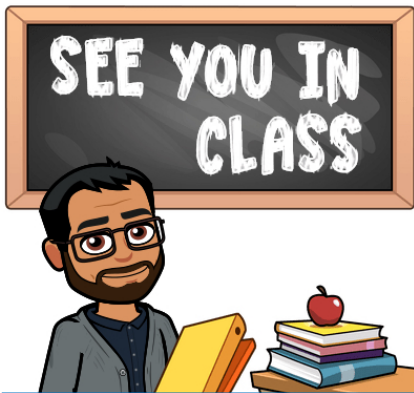
Synthesize how scholars interpret religion, by considering their theories and their approach in the context of US society.

- **CONTRAST**

Contrast how race, class, gender, sexuality, politics, language, and culture impact the experience of religion and its study in the context of the United States.

- **APPLY**

Apply the use of primary and secondary source materials by understanding the difference between them and acquiring the rudimentary skills of writing a presentation.



Course Objective and Description

The objective of this course is for you to develop a rich understanding of religion in the United States after the 1800's. The course is set up thematically, by case studies, exposing you to four themes: movement and displacement, gender and sexuality, capitalism and community, race and ethnicity. While these themes are not exclusive, they will help you frame key aspects that characterize how religion impacts and shapes the United States. Throughout this summer term, you will learn how to gather and interpret primary and secondary sources by submitting reading journals and writing a presentation.

Grading Plan and Scale

- **10% Participation**

Attendance on Mondays and Fridays is required for the course. I expect you to connect via Zoom, come prepared for Monday lectures, and ready to give feedback to your classmates on Friday Presentations. After 2 unexcused absences you will be penalized a half letter grade for every absence.

- **10% Presentation Proposal**

You will submit a presentation proposal, consisting of three parts: a succinct thesis statement, an outline of the presentation, and your sense on how the author engages with the themes in our course. The presentation proposal must be based on a reading from the "Presentation List" or an alternative reading, approved by the instructor. The proposal must be submitted three days before your presentation.

- **30% Presentation**

You will give one Zoom presentation on one of the four themes of the course. Each theme is spread throughout various points of the class timeline. You will choose a case study in relation to a theme from the "Presentation List." Your presentation should have variations of your proposal, like a thesis statement, an outline, and your sense on how the author engages with the themes in our course. This grade is split into two components: 15% is based on your notes, PowerPoint, Prezi outline, or whichever platform you use. The other 15% is based on your presentation.

- **50% Reading Reflections**

You will submit 5 reflections on the readings, based on a prompt offered by the instructor over the course of the class. These must be at least 300 words in length. There are 15 available prompts, which gives you the chance to choose between many reading assignments, but 5 reflections must be submitted by the end of the summer term. You can redo 1 of the 5 reading reflections—but you must tell me which one you want to drop.

- **Prompt Outline**

- ☐ What is the author's thesis and argument?
- ☐ What sources and examples do they use to reinforce their argument?
- ☐ What did you find most interesting about their case study?

WE GOT THIS!



A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
100 – 93%	92 – 90%	89 – 87%	86 – 83%	82 – 80%	79 – 77%	76 – 73%	72 – 70%	69 – 67%	66 – 63%	62 – 60%	59 – below

Class Timeline

DATE	AGENDA	ASSIGNMENTS
M 6/8	LECTURE	Syllabus
T 6/9	Movement & Displacement	Jornter, "Cholera, Christ, and Jackson"; Prompt #1
W 6/10	Movement & Displacement	Graber, "Kiowa Calendars"; Prompt #2
TH 6/11	Movement & Displacement	Sagarena, "Building California's Past"; Prompt #3
F 6/12	PRESENTATIONS	
M 6/15	LECTURE	DISCUSSING MOVEMENT & DISPLACEMENT
T 6/16	Gender & Sexuality	Braude, "Women's History"; Prompt #4
W 6/17	Gender & Sexuality	Smith, "The Sister Wives at Court"; Prompt #5
TH 6/18	Gender & Sexuality	Beliso de Jesus, "Confounded Identities"; Prompt #6
F 6/19	PRESENTATIONS	
M 6/22	LECTURE	DISCUSSING GENDER & SEXUALITY
T 6/23	Capitalism & Community	Seales, "Secularism"; Prompt #7
W 6/24	Capitalism & Community	Lofton, "Oprah and Spiritual Capitalism"; Prompt #8
TH 6/25	Capitalism & Community	Weber, "Protestant Capitalism"; Prompt #9
F 6/26	PRESENTATIONS	
M 6/29	LECTURE	DISCUSSING CAPITALISM & COMMUNITY
T 6/30	Race & Ethnicity	Booker, "Civil Rights Religion?"; Prompt #10
W 7/1	Race & Ethnicity	Blankenship, "Civil Religious Dissent"; Prompt #11
TH 7/2	Race & Ethnicity	Sarna, "Jewish Sunday-School Texts"; Prompt #12
F 7/3	PRESENTATIONS	
M 7/6	LECTURE	DISCUSSING RACE & ETHNICITY
T 7/7	Religion in the United States	Orsi, "Religion and the Modern City"; Prompt #13
W 7/8	Religion in the United States	Fessenden, "Culture and Redemption"; Prompt #14
TH 7/9	Religion in the United States	Gould, "Fly Fishing as Religion"; Prompt #15
F 7/10	LECTURE	DISCUSSING RELIGION IN THE UNITED STATES

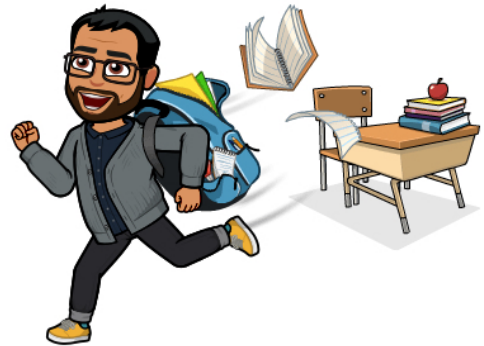
Resources and Policies

- **OFFICE HOURS**

Office hours are an invaluable aid and should be used without fear or a sense that questions and concerns are somehow too small or too obvious. I am here to help!

- **MAKE-UP ASSIGNMENTS**

Accommodations will be given because of a documented medical problem, a religious holiday, or official university business. In the case of university business, you should send me proper documentation at least one class prior to your upcoming absence.



- **UNIVERSITY OF TEXAS HONOR CODE AND ACADEMIC INTEGRITY**

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community. Students who violate the University rules on scholastic dishonesty are subject to disciplinary penalties, including the possible failure in the course and/or dismissal from the University. The policies on scholastic dishonesty will be strictly enforced. For more information, you can talk with me or visit the [Student Judicial Services Web](#).

- **ACCOMMODATIONS: DOCUMENTED DISABILITY STATEMENT**

If you require special accommodations, you must obtain a letter that documents your disability from the [Services for Students with Disabilities](#) area of the Division of Diversity and Community Engagement. Present the letter to me at the beginning of the semester so we can discuss the accommodations you need. No later than five business days before an exam, you should remind me of any testing accommodations you will need.

- **THE WRITING CENTER**

The [UWC](#) offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. These services are not just for writing that has "problems": Getting feedback from an informed audience is a normal part of a successful writing project. The UWC's trained consultants work with students from every department on both academic and non-academic writing. Using methods that preserve the integrity of your work, they help you develop strategies to improve your writing and become a more independent writer. Whether you are writing a lab report, a resume, a term paper, a statement for an application, or your own poetry, UWC consultants will be happy to work with you.

Resources and Policies, cont'd

- **RELIGIOUS HOLIDAYS**

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

- **BEHAVIOR CONCERNS ADVICE LINE (BCAL)**

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

- **COUNSELING AND MENTAL HEALTH CENTER**

The [Counseling and Mental Health Center](#) serves UT's diverse campus community by providing high quality, innovative and culturally informed mental health programs and services that enhance and support students' well-being, academic and life goals. These include counseling, psychiatric, consultation, and prevention services.

- **CAREER EXPLORATION CENTER**

The [Liberal Arts Career Services](#) provides a full range of career coaching, recruiting, and career education services to help you prepare for whatever you want to do in the future.

- **UT OUTPOST**

Student Emergency Services in the Office of the Dean of Students has launched [UT Outpost](#) to support students on our campus. Along with our food pantry, our team has launched a career closet to make sure every Longhorn has access to professional clothes for job and internship interviews.

- **STUDENT EMERGENCY SERVICES**

The [Student Emergency](#) office helps students and their families during difficult or emergency situations. Assistance includes outreach, advocacy, intervention, support, and referrals to relevant campus and community resources. Please note, our office does not provide counseling services.

you matter.

