

HISTORY OF RELIGION IN THE UNITED STATES

RS316U (42935)/HIS317L (38825)/AMS315 (31045)

Spring 2019

Professor Jennifer Graber

COURSE DESCRIPTION

This class explores how religious people and communities in the United States affirm their faith, understand the ethical life, engage in ritual acts, and organize their communal relations. It looks at how religious practice has developed in the United States through a historically organized survey of religious groups. We begin with the continent's original diversity in its hundreds of Native American traditions. Moving to the colonial era and continuing through the contemporary moment, we explore immigrant streams that have brought European Jews, Catholics, and Protestants, along with practitioners of Islam, Buddhism, and Hinduism from Asia and Africa to North America. We also investigate movements birthed in the United States, including Mormonism, Pentecostalism, and the Nation of Islam. Through this survey, we consider a variety of religious communities, the changing state of the population's religious composition, as well as how Americans have navigated those shifts using concepts such as disestablishment, diversity, and pluralism.

This course carries the flag for Cultural Diversity in the United States. Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization.

COURSE OBJECTIVES

Students will:

- Learn about the academic study of religion
- Gain knowledge about the history of religions in the U.S.
- Be exposed to diverse religious traditions and multiple perspectives on those traditions
- Think critically and construct arguments about the role of religions in American culture
- Learn about scholarly resources for answering their questions about religions

REQUIRED BOOKS AND OTHER READINGS

- Albanese, *America: Religion and Religions* (5th ed.)
- Course pack (available at UT Coop)

COURSE REQUIREMENTS & EVALUATION

- Engagement – 15 points
- Mapping assignment – 10 points
- Artifact assignment – 15 points
- Quiz #1 – 15 points
- Quiz #2 – 10 points
- Quiz #3 – 10 points
- Quiz #4 – 10 points
- Final essay – 15 points

A = 93-100

A- = 90-92

B+ = 88-89

B = 83-87

B- = 80-82

C+ = 78-79

C = 73-77

C- = 70-72

D+ = 68-69

D = 63-67

D- = 60-62

F = below 60

CLASS SCHEDULE

January 23-25

W – What do you know about religions in the United States?

F – Tools for the academic study of religions

PREPARATION: Albanese, introduction & register for Squarecap

January 28-February 1

M – Introducing key terms: diversity and pluralism

PREPARATION: Hutchison, “Religious Pluralism as a Work in Progress” (CP)

Unit 1: The Pre-Colonial Continent & Religion in the Colonial Era

W – At the heart of North America

PREPARATION: Albanese, chapter 1 (pages 21-26) and Pauketat, “Mother of Native North America” (CP)

F – On the cusp of colonization

PREPARATION: Bring two questions you have about Native American life prior to 1492

February 4-8

M – Jewish arrivals in North America

PREPARATION: Albanese, chapter 2 (page 42 through “The Moral Law” on page 54)

W – Catholic arrivals in North America

PREPARATION: Albanese, chapter 3 (pages 62 through “Paraliturgical Devotions on page 68)

F – Protestant arrivals in North America

PREPARATION: Albanese, chapter 4 (pages 85 through “Pluralist New York” on page 95)

Mapping assignment due at 5:00pm

February 11-15

M – Religion in the English colonies

PREPARATION: Butler, “The Crisis of Christian Practice” (CP)

W – Indigenous-colonist contact

PREPARATION: Richter, “War and Culture” (CP)

F – Wrap up, historiography, and quiz prep

February 18-22

M – QUIZ #1

Unit 2: Immigrant arrivals and new religions

W – Protestant transformations

PREPARATION: Albanese, chapter 5

F – African American Protestants

PREPARATION: Albanese, chapter 6 (pages 138 through “Black Church in Freedom” on page 146) and Raboteau, “African Americans, Exodus, and the New American Israel” (CP)

February 25-March 1

M – Latter-day Saints

PREPARATION: Albanese, chapter 7

W – Latter-day Saints continued

PREPARATION: Rohrer, “An American Exodus: Mormons and the Westward Trek” (CP)

F – Catholic immigration and growth

PREPARATION: Albanese, chapter 3 (pages 71 through “Pluralism and Americanization” on page 78)

March 4-8

M – Native and American contacts in the period of expansion

PREPARATION: Baigell, “Territory, Race, Religion” (CP)

W – African American religion in Civil War and Reconstruction

PREPARATION: Harvey, “Redemption: Religion, Race, and Reconstruction in the South, 1861-1900” (CP)

F – Wrap up, historiography, and quiz prep

March 11-15

M – QUIZ #2

Unit 3: Immigrant arrivals and new religions

W – Protestant transformations

PREPARATION: Albanese, chapter 4 (pages 103 to “Protestant Liberalism” on page 106) and Balmer, “Evangelicals: Twentieth Century” (pages 804-807) (CP)

F – Emergence of Pentecostalism

PREPARATION: Alexander, “Pentecostals” (CP)

March 18-22 – SPRING BREAK

March 25-29

M – Artifact workshop

Artifact paper due 9:00am

W – Jewish immigration and transformation

PREPARATION: Goldstein, “The Great Wave: Eastern European Jewish Migration to the United States” (CP)

F – European Catholic immigration and transformation

PREPARATION: Orsi, “The Days and Nights of the Festa” (CP)

April 1-5

M – Latino Catholic immigration

PREPARATION: Matovina, “Companion in Exile: Guadalupan Devotion at San Fernando Cathedral” (CP)

W – Chinese and Japanese Buddhist immigration

PREPARATION: Albanese, chapter 7 (pages 207 through “Nearer East” on page 209 and page 227 through “East is West” on page 234)

F – African American new religious movements

PREPARATION: Albanese, chapter 6 (pages 148 through “In Overview” on page 155) and Johnson, “The Rise of the Black Ethnics” (CP)

April 8-12

M – “Tri-faith” America

PREPARATION: “Religion and the Cold War” (CP)

W – Wrap up, historiography, and quiz prep

F – QUIZ #3

April 15-19

Unit 4: Immigrant arrivals and new religions

M – African American religions in 1960s

PREPARATION: Chappell, “Religious Revivalism in the Civil Rights Movement” (CP)

W – Catholic transformations

PREPARATION: Reading TBA

F – Hindu immigrants after 1965

PREPARATION: Albanese, chapter 9 (pages 221-227)

April 22-26

M – Hindu transformations

PREPARATION: Eck, “Seeing the Divine Image in America” (CP)

W – Muslim immigrants after 1965

PREPARATION: Albanese, chapter 9 (pages 214-221)

F – Protestant transformations

PREPARATION: Albanese, chapter 10 (pages 237-238, 247-259)

April 29-May 3

M – Muslim transformations

PREPARATION: Yazbeck-Haddad, “The Post-9/11 ‘Hijab’ as Icon” (CP)

W – Wrap up, historiography, and quiz prep

F – QUIZ #4

May 6-10

M – You choose the lecture!!

W – In-class work on final essay

F – What do you know about religions in the United States?

Final essays due at 9:00am

Classroom policies

Laptop policy: As a rule, laptops and phones are not allowed in class. Myriad studies have found that students retain lecture and discussion information when taking notes by hand. There are some in-class activities that will involve laptops and phones. During those times, you are welcome to use yours. Otherwise, keep them out of reach and out of sight.

If you have a documented disability related to note taking and laptops, please let me know about your need for an accommodation to this policy.

Engagement: Part of your course grade is earned by your engagement with class. You earn engagement credit by attending class (as registered through Squarecap), preparing for and participating in class, and a variety of other activities listed below.

Engagement grades in the range of 12-15 points = no more than two absences, answering most reading questions correctly, answering most polling questions, contributing to class discussion, and engaging in three

or more of the following activities: visiting the writing center, visiting office hours with professor or TA, attending study sessions for quizzes, and attending a talk on campus related to class material.

Engagement grades in the range of 9-11.5 points = no more than four absences, answering some reading questions correctly, answering most polling questions, and engaging in at least two of the following activities: visiting the writing center, visiting office hours with professor or TA, attending study sessions for quizzes, and attending a talk on campus related to class material.

Engagement grades in the range of 6-8.5 points = no more than six absences, answering some reading questions correctly, answering some polling questions, and engaging in at one of the following activities: visiting the writing center, visiting office hours with professor or TA, attending study sessions for quizzes, and attending a talk on campus related to class material.

Engagement grades in the range of 3-5.5 points = no more than eight absences, answering a few reading questions correctly, answering some polling questions.

Engagement grade under 3 points = more than eight absences, answering very few reading questions correctly, answering few polling questions.

Attendance: Students are responsible to sign in during the beginning of the class period. If you miss a class because of official UT activities, you can submit a 2-page (double-spaced) report on the reading prior to class in order to receive engagement credit for that session. If you have a situation or illness that will keep you from two or more classes, see me to arrange make alternative arrangements.

When you are absent, you are responsible for the assigned reading, as well as for getting class notes from another student.

Students taking the class pass/fail must attend at least half of the class sessions in order to pass the class.

Assignments and deadlines: Late assignments will be docked 5% if submitted on the same day they are due and 10% more for each subsequent day. Because the Canvas folder for uploading assignments closes at the deadline, submit your late assignments via email to jgraber@austin.utexas.edu.

Communication: The best way to reach me is to stop by my office during office hours or to send me an email. I check email between 8:00am and 3:00pm on weekdays. Do not expect a quick response to messages sent outside those times. If you are struggling in class, come by to see me.

Evaluation of written work:

- Work in the A range involves excellent critical analysis; thoughtful reflection; sophisticated and creative use of evidence, and clear writing.
- Work in the B range involves good to very good analysis and reflection, solid use of evidence, and writing that is solid, although not spectacular.

- Work in the C range involves satisfactory analysis, although mostly summary, an attempt at analysis, but incomplete or incoherent, several errors of grammar and style that makes the paper difficult to understand.
- Work in the D range is unsatisfactory, may not address the question/issue in a meaningful way, may offer no analysis, and/or contains several errors of grammar and style.
- Work given an F fails to meet minimum requirements.

University Policies

Religious holy days: A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible, so that arrangements can be made to complete an assignment within a reasonable time after the absence.

Students with Disabilities: Please notify your instructor of any modification/adaptation you may require to accommodate a disability-related need. You may find out more information on the Services for Students with Disabilities website: <http://diversity.utexas.edu/disability/> and/or <http://diversity.utexas.edu/disability/how-to-register-with-ssd/>

Policy on Scholastic Dishonesty: Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, please visit the Office of Student Conduct and Academic Integrity website at <http://deanofstudents.utexas.edu/conduct/>.

Work submitted on Canvas is reviewed by Turnitin, a service that checks for plagiarism from sources external and internal to UT.

Use of E-mail for Official Correspondence to Students: All students should be familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. The complete text of this policy and instructions for updating your e-mail address are available at <http://www.utexas.edu/its/policies/emailnotify.html>.

University of Texas Honor Code: "As A Student Of The University Of Texas At Austin, I Shall Abide By The Core Values Of The University And Uphold Academic Integrity."