



THE UNIVERSITY  
OF ARIZONA

Dept. of Religious Studies  
Spring, 2018 (Jan 10 to May 2)  
General Education Tier Two: Humanities

## Religion in the American Experience

RELI 210 - 101

**Instructor:** Dr. Konden R. Smith, Lecturer of Religious Studies  
(<http://religion.arizona.edu/people/dr-konden-smith>)

Office Hours: By appointment

Office: Harvill 347B

E-mail: [krsmith2@email.arizona.edu](mailto:krsmith2@email.arizona.edu)

Phone: (520) 626-7938 (front office)

Course Website: <https://d2l.arizona.edu/>

Day/Time: Online

Class Location: Online

Schedule Line #: 90461

**Graders:** TBA

### Course Description

This course examines major themes in the experience of religion as it takes shape in United States. In providing a broad overview of religious ideas, practices, and forms of community from the colonial period to the present, the course gives attention to politics, immigration, gender, and racial and ethnic diversity. Students will be encouraged to develop analytical thinking skills through reading, writing, discussion, and comprehensive exams.

### Student Learning Expectations/Outcomes

Active engagement with the content of this course will enable the student to:

#### **Critical Thinking**

1. apply the methodological approach of religious studies to the ideas, practices and institutions of the various religious traditions in America
2. describe and analyze key religious ideas of the various ways of being “religious” in America.

#### **Communicate Effectively**

3. be able to apply reasoning and standards of argument to the analysis of concepts in American religion and their interpretation, demonstrated in writing assignments.
4. describe and analyze by way of essays and module assignments the historical and cultural contexts that underlie the institutions, practices and ideas of religion in America.

#### **Understand and Value Difference**

5. reflect on, and respond in writing and in-class (or online) discussion, various American religious perspectives on the human condition, demonstrating knowledge

of basic religious ideas and themes, and the ability to interpret and critically evaluate these matters from a religious studies perspective. The periodic discussion postings and final papers will assess this outcome.

**Use Information Effectively**

6. Use information sources ethically and responsibly
7. Access and evaluate the reliability of information from varied sources, including internet and library resources

**Required Materials**

The following required materials are for sale at the University of Arizona Student Union Bookstore:

- 1) Edwin Gaustad & Leigh Schmidt, *The Religious History of America: The heart of the American Story from Colonial Times to Today*. Revised ed. (New York: HarperCollins, 2002). ISBN: 9780060630577
- 2) Bret E. Carroll, *The Routledge Historical Atlas of Religion in America* (New York: Routledge, 2000). ISBN: 9780415921374
- 3) Gene Luen Yang, *American Born Chinese* (Square Fish, 2006). ISBN: 9780312384487

**ASSIGNMENTS**

**1. Two Papers (2 papers x 100 points = 200 total points)**

Standard formatting: Use standard formatting: 1 inch margins, 12pt font, numbered pages, double space, Times Roman, Bibliography. No title page. Paper 1 will be 5-6 full pages in length, but paper 2 will be 6-7.

Revision options will be available and explained later on. Further instructions will be given in D2L within the first few weeks of class, but both these papers are designed to encourage you to study a particular topic in a way that will provoke deeper thought, critical awareness, and more effective and persuasive writing.

**2. Five Exams (5 exams x 70 points = 350 total points)**

At the end of each 5 sections, you will be expected to take a quiz worth 50 points. These quizzes will largely be made up of multiple choice, true/false questions, but will also likely contain essay questions that deal with major themes of that section.

Requests for most make-up exams will be granted only under extremely rare circumstances with supportive evidence. I will usually deny such requests without proper documentation, since that is the only way I can verify.

**3. Discussion Board (14 DB x 25 points = 350 total points)**

Students will respond to a set of texts each week that will be provided on UA’s online learning system D2L. Instructions for each assignment will be given in our Discussion Forum.

Extra Credit option: Since there are 15 discussion board options, and you are only graded on 14, this means that you may miss one without it hurting your grade. If you complete all 15, then one will be counted as extra credit. This is why our last DB is worth .01 points. D2L forces me to put some score value.

## CLASS TIME ON D2L

- If you have not done so already, upload a profile picture on D2L within the first week of class. When you login to D2L, the very top right has a dropdown menu with a link to your Profile. It looks like this:



### Course Requirements and Grading

The course grade will be computed on the basis of total points, divided as follows:

- |   |            |
|---|------------|
| 1. Papers (100 points x 2 papers).....          | 200 points |
| 2. Exams (70 points x 5 Exams).....             | 350 points |
| 3. Discussion Board (25 points x 14 Posts)..... | 350 points |

Total Points = 900

### Grading Scale:

- A – 90-100% (810-900)
- B – 80-89% (720-809)
- C – 70-79% (630-719)
- D – 60-69% (540-629)
- F – below 540

## Course Schedule

\*DB = Discussion Board

### Unit 1 (1491-1701): Introduction

Week 1 – Jan 10 to 19: Introduction: “American Religious History and Historiography”

**Reading Assignment** – Gaustad, Preface; Carroll, Forward & Introduction

DB Reading – Laurie Maffly-Kipp, “Eastward Ho!: American Religion from the Perspective of the Pacific Rim”

**DB 1: Jan 18 (2 response posts Jan 19)**

**\*\*Martin Luther King, Jr. Day – No Classes Jan 15\*\***

Week 2 – Jan 20 to 26: Native Americans and American History

**Reading Assignment** – Gaustad, Chapter 1; Carroll, Part I

**DB Readings** – See D2L for viewing/reading

**DB 2: Jan 25 (2 response posts Jan 26)**

Week 3 – Jan 27 to Feb 2: “Discovery” of a “New World” (The European Prologue)

**Reading Assignment** – Gaustad, Chapter 2

**DB Readings** – John Winthrop, “Modell of Christian Charity” (aka. “City on a Hill” speech)

**Viewing**: PBS *God in America*, Part I “A New Adam” <http://www.pbs.org/godinamerica/view/>

**DB 3: Feb 1 (2 response posts Feb 2)**

**Exam 1 – Feb 2**

## **Unit 2 (1701-1800): Colonial Days**

Week 4 – Feb 3 to 9: European Religions in the “New World”

**Reading Assignment** – Gaustad, Chapter 3; Carroll Part II

**DB Readings** – See John Foxe, *Book of Martyrs* (selections)

**Viewing**: PBS *God in America*, Part II, “A New Eden” <http://www.pbs.org/godinamerica/view/>

**DB 4: Feb 8 (2 response posts due Feb 9)**

Week 5 – Feb 10 to 16: Religion of All Sorts: “Heretics, Infidels and Others.”

**Reading Assignment** – Gaustad, Chapters 4, 5; Carroll, pp. 30-55.

**DB Readings** – Mohammed Alexander Russel Webb, “Spirit of Islam”

**DB 5: Feb 15 (2 response posts due Feb 16)**

Week 6 – Feb 17 to Feb 23: The First “Great Awakening” and the American Revolution

**Reading Assignment** – Gaustad, Chapters 6, 7; Carroll, pp. 56-59.

**DB Readings** – Selected readings on the First “Great Awakening”

**DB 6: Feb 22 (2 response posts Feb 23)**

**Exam 2 – Feb 23**

## **Unit 3 (1801-1892): Inventing “America”**

Week 7 – Feb 24 to March 2: The Birth of Evangelical America

**Reading Assignment** – Gaustad, Chapter 8; Carroll, pp. 60-69.

**DB Readings** – Peter Cartwright/Parley Pratt (selections)

**Viewing**: PBS *God in America*, Part III, “A Nation Reborn” <http://www.pbs.org/godinamerica/view/>

**DB 7: March 1 (2 responses March 2)**

**\*Rough Draft Paper 1 due – Feb 20**

**\*Peer Reviews due – Feb 21**

**\*Revised Paper due – Feb 26**

### **\*\*\*Spring Break Recess March 5 to 9\*\*\***

Week 8 – March 10 to 16: America’s “Troublesome Children....”

**Reading Assignment** – Gaustad, Chapter 9; Carroll, pp. 70-87.

**DB Readings** – none

**DB 8: March 15 (2 response posts due March 16)**

Week 9 – March 17 to 23: Revolutions and Frameworks

**Reading Assignment** – Gaustad, Chapter 8; Carroll, pp. 60-69

**DB Readings** – See image “School Begins” in D2L

**DB 9: March 22 (2 response posts March 23)**

**Exam 3 – March 23**

### **Unit 4 (1893-1959)**

Week 10 – March 24 to March 30: A New Urban America

**Reading Assignment** – Gaustad, Chapters 10, 11, 12; Carroll, pp. 88-103.

**DB Readings** – You will select 2 speeches from the Parliament of World Religions, 1893

**Viewing**: PBS *God in America* Part IV, “A New Light” <http://www.pbs.org/godinamerica/view/>

**DB 10: March 29 (2 response posts March 30)**

Week 11 – March 31 to April 6: A New Intellectual (and Theological) Climate

**Reading Assignment** – Gaustad, Chapter 13; Carroll, pp. 102-103.

**DB Readings** – Robert Ingersol, “Ghosts”

**DB 11: April 5 (2 response posts April 6)**

Week 12 – April 7 to 13: A New Suburban America

**Reading Assignment** – Gaustad, Chapter 14; Carroll, pp. 104-111.

**DB Readings** – See D2L

**DB 12: April 12 (2 response posts April 13)**

**Exam 4 – April 13**

### **Section 5 (1964–2017): Modern America**

Week 13 – April 14 to 20: The “Inward Journey” of the ‘60s

**Reading Assignment** – Gaustad, Chapter 15-17; Carroll, pp. 112-127.

**DB Readings**: “Interview with Lenore Kandel”

**Viewing**: PBS *God in America* Part V, “The Soul of a Nation” <http://www.pbs.org/godinamerica/view/>

**DB 13: April 19 (2 response posts April 20)**

Week 14 – April 21 to 27: The Rise of Political Religion

**Reading Assignment** – Gaustad, Chapter 18; Carroll, pp. 128-131.

**DB Readings**: Ronald Reagan 1983 Speech

**DB 14: April 26 (2 response posts April 26)**

Week 15 – April 28 to May 2: “Bumper Sticker” Religion

**Reading Assignment** – Gaustad, Chapter 18; Carroll, pp. 128-131.

**DB Readings**: Prayer Breakfast 2015

**Viewing**: PBS *God in America* Part VI, “Of God and Caesar” <http://www.pbs.org/godinamerica/view/>

DB 15: May 1 (2 response posts May 2)  
Exam 5 – May 2  
Final Paper: May 7

\*Reading Day: May 3

## General University and Course Policies:

### Code of Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

The University Libraries have some excellent tips for avoiding plagiarism, available at <http://new.library.arizona.edu/research/citing/plagiarism>.

*Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor's express written consent.* Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA e-mail to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student e-mail addresses. This conduct may also constitute copyright infringement. See information about the University's course copyright policy here: <http://www.help.d2l.arizona.edu/content/copyright-advice-lecture-notes>

### Incompletes and Withdrawal

Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies, which are available at <http://catalog.arizona.edu/2015-16/policies/grade.htm#I> and <http://catalog.arizona.edu/2015-16/policies/grade.htm#W>, respectively.

### Honors Credit

Students enrolled in the Honors College who would like to contract this course for Honors Credit should email the instructors to discuss the terms of the Honors Contract. General information on Honors Contracts can be found on the Honors College website at <https://www.honors.arizona.edu/honors-contracts>.

For those requiring a contract, the sample form is available at <https://www.honors.arizona.edu/sample-contracts>

### Accomplishing Honors Credit

Students will have the option of taking this class for honors credit. Honors students will meet with me (or course graders) three times during the semester to report on their research projects. These projects will be in three parts and students will be required to present their work to other honors students during the last ½ of the course. A Final Project portfolio of 5/-6 pages will be due by the end of the semester. I will have a specific form for you that will

outline in detail your these expectations. This honors project will not adjust your overall grade for the course, but instead will need to be of sufficient quality that you get Honors credit for the course.

### **Classroom Behavior Policy**

To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.).

Students are asked to refrain from disruptive conversations with people sitting around them during lecture. Students observed engaging in disruptive activity will be asked to cease this behavior. Those who continue to disrupt the class will be asked to leave lecture or discussion and may be reported to the Dean of Students.

### **Attendance**

Students are required to attend all classes (not applicable for online courses).

If extenuating circumstances such as illness force a student to miss one or more classes (or due dates for online), the student remains responsible for the material covered during her/his absence.

For absences (or missed assignments) due to illness, in each instance a faculty member may decide whether a physician's note (from UA Campus Health Service or elsewhere) is required. However, students who consult with Campus Health Service or with their private physician and are told to stay home until they are well, rather than coming in for a medical visit, should not make a special appointment in order to obtain a physician's note.

Absences necessitated by religious observance will be honored, according to University policy. See: <http://policy.arizona.edu/human-resources/religious-accommodation-policy#policy>

Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored.

The Dean of Students Office provides excused absences for university-sponsored events. See: <http://policy.arizona.edu/employmenthuman-resources/attendance#policy>

Students who need to miss a class for personal reasons should let their professor know in advance of that absence, if possible. Although professors are not obligated to excuse student's personal absences, they may accommodate pre-arranged personal absences. The Dean of Students Office does not issue excuses for individual personal absences.

For the UA's policy concerning Class Attendance and Administrative Drops, see: <http://archive.catalog.arizona.edu/2015-16/policies/classatten.htm>

### **Threatening Behavior Policy**

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

The aim of education is the intellectual, personal, social, and ethical development of the individual. The educational process is ideally conducted in an environment that encourages reasoned discourse, intellectual honesty, openness to constructive change, and respect for the rights of all individuals. Self-discipline and a respect for the rights of others in the university community are necessary for the fulfillment of such goals. The Student Code of Conduct is designed to promote this environment at each of the state universities. To read the Student Code of Conduct, see:

<https://deanofstudents.arizona.edu/student-code-conduct-student-faqs>

**Disruptive behavior:** Students must abide by the UA policy concerning disruptive behavior:

<https://deanofstudents.arizona.edu/accountability/disruptive-student-behavior>

**Threatening behavior: THREATENING BEHAVIOR IS PROHIBITED.** “Threatening behavior” means any statement, communication, conduct or gesture, including those in written form, directed toward any member of the University community that causes a reasonable apprehension of physical harm to a person or property. A student can be guilty of threatening behavior even if the person who is the object of the threat does not observe or receive it, so long as a reasonable person would interpret the maker’s statement, communication, conduct or gesture as a serious expression of intent to physically harm.

Students must abide by the UA policy concerning threatening behavior.

See: <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>

## Accessibility and Accommodations

**Our goal in this classroom is that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact the Disability Resource Center (DRC) (520-621-3268) to establish reasonable accommodations. For additional information on the Disability Resource Center and reasonable accommodations, please visit <http://drc.arizona.edu>.**

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

**Veterans** The University of Arizona has a Veterans Education and Transition Services program. For more information, see: <http://www.vets.arizona.edu/> .

**Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.**

**THE THINK TANK** at the Student Academic Learning Center  
Drop-in or by appointment tutoring and writing help. Website:  
<http://www.studentaffairs.arizona.edu/thinktank/>

## The Writing Skills Improvement Program

Website: <http://wsip.web.arizona.edu/>

## Center for English as a Second Language

Website: <http://www.cesl.arizona.edu>

## UA Nondiscrimination and Anti-harassment Policy

The University is committed to creating and maintaining an environment free of discrimination; see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

For UA Academic Policies and Procedures, see: <http://catalog.arizona.edu/policies>

For Student Assistance and Advocacy, see:  
<http://deanofstudents.arizona.edu/studentassistanceandadvocacy>

### **Inclusive Excellence**

Inclusive Excellence is a fundamental part of the University of Arizona's strategic plan and culture. As part of this initiative, the institution embraces and practices diversity and inclusiveness. These values are expected, respected and welcomed in this course.

### **Elective Name and Pronoun Usage Statement**

This course supports elective gender pronoun use and self-identification. As the course includes group work and in-class discussion, it is vitally important for us to create an educational environment of inclusion and mutual respect.

### **Notification of Objectionable Materials**

This course addresses topics including sexuality, human exploitation, violence, and otherwise heavy topics, often leading to valuable discussions on topics such as religion, power, and human meaning. Course material includes content that is explicit in its depiction of how humans have historically navigated themselves through this world. The instructor will provide advance notice when such materials will be used. Please contact the instructor to discuss any content-related concerns, as alternative materials may be available.

### **Confidentiality of Student Records**

<http://www.registrar.arizona.edu/personal-information/student-information?topic=ferpa>

### **Additional Resources for Students**

UA Academic policies and procedures are available at <http://catalog.arizona.edu/policies>.  
Student Assistance and Advocacy information is available at  
<http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

Office of Diversity (<http://diversity.arizona.edu/>)  
<http://www.health.arizona.edu/counseling-and-psych-services>  
<https://www.health.arizona.edu/oasis-sexual-assault-and-trauma-services>

### **Subject to Change Statement**

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

### **The Religious Studies Major and Minor**

The University of Arizona's interdisciplinary Department of Religious Studies and Classics offers a major (B.A.) and a minor in Religious Studies. For more information on the Religious Studies major and minor, see <http://religion.arizona.edu/courses>.

Religious Studies majors have pursued careers in a wide variety of fields, including business, government, medicine, law, education, and social services. Religious Studies has many double majors, who combine Religious Studies with majors in a wide range of fields, in order to receive a comprehensive undergraduate education and to stand out when applying for jobs or graduate studies.

**If you are interested in declaring a Religious Studies major or minor**, you are encouraged to contact the Religious Studies Undergraduate Advisor, Dr. Alison Jameson, at [religion-advising@email.arizona.edu](mailto:religion-advising@email.arizona.edu). You also can contact the College of Humanities Advising Office, at <http://advising.humanities.arizona.edu>