HIST 3310-001: Religion in America

Spring 2024

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Office: LAN 360
Office Hours: MW 12-1pm, TuTh 9:30-11am, or by appointment

Course Description
This course surveys the history of American religions from pre-contact times to the present, focusing on the evolution of religious faiths as varying groups came into contact with one another. In particular, the course will analyze how steady immigration and limited governmental intrusion produced a diverse and pluralistic culture that places tremendous value on religious beliefs. In addition, the course will focus specifically on the ways in which Americans have used religion to shape their communities, their cultures and their nation. Religion has never been simply about belief; it is always about actions, as well. As a result, this course will place heavy emphasis on “lived” religion, or religion “on the ground.”

Course Goals and Student Learning Outcomes
1. To provide you with an overview of religion in American history and culture.
2. To make history more interesting than the regurgitation of names and dates.
3. To encourage creativity by allowing you to answer complex questions with a variety of correct answers.
4. To train critical thinking by reading, analyzing, and discussing documents from the past.
5. To develop clear and concise writing skills.

Texts and Materials
- Mary Rowlandson, *Sovereignty and Goodness of God*
- Cassie Yacovazzi, *Escaped Nuns*
- Lerone Martin, *Preaching on Wax*
- Kristin Kobes Du Mez, *Jesus and John Wayne*
- Various readings on D2L.
Course Responsibilities

You are responsible for all registration deadlines. All of the assignments are required. To pass this class you must complete and turn in all of the assignments. Also, course schedules occasionally change and all major changes will be announced on Brightspace. Other than opportunities I provide for the entire class, no extra credit assignments will be offered during the course of the semester, after the semester is over, or on an individual basis. All work must be submitted by the due date. Late work will incur a ten-point penalty for each day past the due date.

• Lectures
  The lectures are your opportunity to learn the key topics and themes of the class. It is imperative that you take a good set of lecture notes. Taking good quality notes is not easy. It is important that you show up to class rested and prepared to take a few pages of notes in a 50-minute period. I suggest that come see me early in the semester if you have any questions about notes to make sure that you are getting the most important themes.

• Readings
  Each week, you will be asked to read primary sources, academic articles, primary sources, or some combination thereof. It is essential for you to stay on top of the reading. Without completing the reading, you will not be able to succeed in the course. The readings for the course were chosen carefully in order to enhance your understanding of religion in American life. The readings should do a number of things: 1) Teach you something new; 2) Frustrate you. We are dealing with people from the past and, inevitably, one of them will say something that you find offensive; 3) Challenge you to think about history in a different light.

• Discussion
  In class you will have the opportunity to explore the themes of the lectures by discussing your readings. The discussions are also an opportunity for you to meet and learn from your fellow classmates.

Assignments and Grades

The assignment breakdown for this semester is as follows:

• Religious Genealogy [10%]
  You will complete a religious genealogy of your family. The goal of the assignment is for you to trace your family’s religious roots as far back as you can. You will then write a 500-word narrative paper explaining your process, the sources you found, how you verified information, struggles you faced, how you overcame struggles, and interesting discoveries. Grades will be given based on quality of writing, research, and effort.

• Book Reviews [20%]
  You will write three short (500-word) book reviews over three of the books from class. Your review should identify the thesis of the book, analyze how well they defend the thesis, evaluate the sources employed, and place it within the larger context of material covered in
The review should NOT be about you liking or disliking a book. All reviews must be turned in through the Brightspace dropbox on the assigned day for that book.

• Primary Source Paper [25%]
The primary source paper will be over the first half of the material in class. To complete this assignment, students must write a short (750-1000 word) analysis of 4-5 primary sources assigned in class. This paper should answer the prompt with a concise thesis statement, use the sources as supporting evidence, place the sources into their broader historical context from lecture material, and explain their significance to religion in American history.

• Research Paper [35%]
You will a (2500-3000 word) research paper as the main project for the course. Students will read ten editions of the same newspaper or magazine published at any point between 1876 and 1990, and write a paper of approximately ten to twelve pages describing what its news reporting, commentary, and advertisements suggest about how religion is shaping the political, economic, social, and cultural history in that era. They should be particularly attentive to how well the newspaper or magazine reflects broader national developments discussed in class and reading assignments. This assignment will be completed in phases with the final paper submitted during finals week. Specific instructions for this assignment will be on D2L.

• Participation [10%]
This class combines a traditional lecture format with intensive discussions of readings. To promote an active learning environment students must participate in class by asking pertinent questions and adding their voices to class discussions.

Program Learning Outcomes:
The SFA History Department has identified the following Program Learning Outcomes (PLOs) for all SFA students earning a B.A. degree in History:

1. Interpret the past in context.
2. Understand the complex nature of the historical record.
3. Engage in historical inquiry, research, and analysis.
4. Craft historical narrative and argument.
5. Practice historical thinking as central to engaged citizenship.

This course will incorporate to varying degrees each of these PLOs.

Explanation of credit hours awarded for course:
This is an upper-level history course. Upper-level lecture courses in history meet for 2,250 minutes (37.5 hours), including examination times, during the course of a semester. Students typically have weekly reading assignments from a combination of textbooks, monographs, scholarly articles, primary document collections, and supplemental materials (biographies, historical novels, memoirs, etc). The
level of reading is more advanced than that required in lower-level surveys, and the number of pages
students are required to read is generally higher. Typical upper-level courses require students to take 2-3
essay exams per semester, in addition to the final exam, which is also generally a written exam. In
addition, out-of-class writing assignments (book reviews, biographical sketches, research papers, etc) are
typically required in upper-level courses. Course instructors are required to hold regular scheduled
office hours to make themselves available to consult with students as needed. Combined, studying for
exams, doing the required reading, completing writing assignments, and consulting with course
instructors average two hours of work outside the classroom for every hour spent in the classroom.
Online sections of upper-level courses contain extensive written content within modules, and
instructors hold "electronic office hours" to consult with students as needed, generally responding to
student inquiries within twenty-four hours. Online course content includes the same information
students in a face-to-face lecture course receive, requiring students to engage the online modules for at
least 2,250 minutes per term. Besides engaging the material in the modules, online students have
outside reading assignments similar to those mentioned above for face-to-face students. Thus, for every
hour an online student spends engaging the content in the modules, he/she spends at least two hours
completing associated activities and assessments.

**Institution Absences (HOP 04-110)**
An Institutional Absence may be granted to a student who participates as a representative of the
University in academic (including research), extra- or cocurricular, or athletic activities. Students will be
excused for institutional purposes from otherwise required academic activity only when a valid
Institutional Absence is approved by the appropriate administrative unit or official and the
documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique
assignment, test, project, experience, or other academic exercise identified by the Faculty member as
critical for successful completion of standards of the class and unable to be missed. These events must
be identified on the syllabus at the beginning of the semester and communicated to the students.
Events added to the syllabus at a later date will not qualify for Keystone Event status.

Keystone Events where the date/time is changed will no longer be considered a Keystone Event.
Students should make themselves aware of any Keystone Events identified in the syllabus to ensure
there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with
their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at [https://
www.sfasu.edu/deanofstudents/student-resources/institutional-absences](https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences).

**Academic Integrity**
The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student
enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to
adhere to and uphold this policy.
Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Withheld Grades Semester Grades Policy (5.5)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

Students with Disabilities
To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.
Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741

HIST 3348 Semester Calendar

Dates may change at the discretion of the instructor.
<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1/18</td>
<td>Introduction</td>
<td>Read: Course Introduction module content, notably syllabus and Semester Calendar.</td>
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<tr>
<td>1/23</td>
<td>The Unintended Reformation</td>
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<tr>
<td>1/25</td>
<td>Varieties of Religious Experience</td>
<td>Read: “Jack-in-the-Box Faith” by Jon Butler Discussion on Religion in History and how to write a book review</td>
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<tr>
<td>1/30</td>
<td>Discussion of Religious Genealogy</td>
<td>Religious Genealogy Due</td>
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<tr>
<td>2/1</td>
<td>The New England Way</td>
<td>Read: “Cahokai” “Franciscans in New Mexico” “Advice to Those whom it shall please God to call to New France” “Model of Christian Charity”</td>
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<tr>
<td>2/6</td>
<td>God of Liberty</td>
<td>Book Review Due</td>
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<td>Finish Mary Rowlandson</td>
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<td>2/8</td>
<td>Convergence of America</td>
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<td>2/20</td>
<td>Out of Egypt</td>
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<td>2/22</td>
<td>The Women in the Pews</td>
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<td>2/27</td>
<td>The Immigrant Experience</td>
<td>Read: “Isaac Leeser as Catechist” “Retreats in Maryland” “Religious Know-Nothings” “Elizabeth Ann Seton of Baltimore” “Jarena Lee’s Call to Preach”</td>
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<td>2/29</td>
<td>New Pathway to God</td>
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<td>3/5</td>
<td>Mine Eyes have Seen the Glory</td>
<td>Read: “Complex Marriage” “Joseph Smith First Vision” “John Holt Rice” “Christ in the Camp” “Lost Cause Confirmed”</td>
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<tr>
<td>3/7</td>
<td>Discussion with Dr. Cassie Yacovazzi on Escaped Nuns</td>
<td>Book Review Due</td>
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<td>Finish Escaped Nuns</td>
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<td>3/11</td>
<td>SPRING BREAK</td>
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<td>3/19</td>
<td>Looking Toward Rome</td>
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<td>Primary Source Paper Due</td>
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“People are trapped in history and history is trapped in them.”

James Baldwin