

RS151A: RELIGION IN AMERICAN HISTORY TO 1865

Professor Catherine L. Albanese
Spring 2011

MW, 2:00-3:15 pm
North Hall 1105

Course Description

This course surveys American religious history until 1865. We discover that, as early as its pre-Civil-War years, the United States was something like Noah's ark. It contained examples of numerous species of religion, even among indigenous dwellers in the land. That initial religious pluralism multiplied as the nation grew, and we trace its outlines from the seventeenth through the antebellum nineteenth century. At the same time, we find, in the pre-Civil-War period, the overwhelming predominance of certain forms of Protestant faith and practice. We examine the impact of the Protestant experience in American history and culture and look for the mutual lines of influence among American Protestant Christianity, other forms of religious faith, and general American history and culture.

Course Texts

Jon Butler, Grant Wacker, and Randall Balmer, *Religion in American Life: A Short History* (Oxford University Press).
Reader (Grafikart, 6550 Pardall Road, Isla Vista). See class schedule below.

Undergraduate Course Requirements

A *midterm examination* (30 percent of course grade) will test your grasp of basic factual materials and ask related questions regarding readings and lectures for the first half of the course.

A *final examination* (30 percent of course grade) will again seek to determine your grasp of basic information and ask related questions concerning readings and lectures, this time for the second half of the course. The final is scheduled for Monday, June 6th, from 4:00 to 7:00 pm.

A *research paper* (40 percent of course grade) will also be a major course requirement. The paper should produce a research essay to answer *one* of the bolded questions listed on the syllabus and answer it for the pre-1865 period—or the appropriate part of that period—in America. The paper should use, minimally, five or six scholarly sources (books or journal articles) that are *not* used in class reading and discussion. It should either explore the question in general terms, give concrete examples, and arrive at defensible generalizations. The point is to produce a sustained and creative synthesis that represents your encounter with historical materials and your intellectual response to them.

Your paper should be 1,800 words in length (that is, at least 7-8 pages long, assuming that you print double-spaced in font-size 12 with one-inch margins all around). Moreover, the paper you submit should be in exactly that format—double-spaced in font 12, with one-inch margins all around. *Be sure to number the pages!!!* The paper should be carefully documented, with citations made in *endnotes* (*NOT* parenthetical notes in the body of the paper). A *bibliography* of works consulted should accompany each paper. The endnotes and the bibliography should follow the standard referencing format found in *The Chicago Manual of Style*, 16th ed. (2010). See the appendix to the syllabus for a shortened citation guide for notes. Bibliography form uses alphabetical order by surname, and omits parentheses in favor of periods—to be discussed. Papers are *due* on Wednesday of dead week (May 25) at class time. *Late papers, if still acceptable, will be penalized.*

Your paper will be graded as follows:

- (1) clearly answers a question on the syllabus using historical material for the pre-1865 period in America (35 percent of paper grade);
- (2) offers concrete examples to illustrates general points and generalizes appropriately and convincingly from the evidence presented (20 percent of paper grade);
- (3) produces a study that is approximately 1,800 words (about 8—but not more than 10—pages), printed double-spaced in font size 12, with standard one-inch margins all around (10 percent of paper grade);
- (4) is appropriately documented with *endnotes* following the *Chicago Manual of Style* referencing format (*NOT* parentheses in the text) as specified above (15 percent of paper grade);
- (5) includes a *bibliography* of sources consulted, again in the *Chicago Manual of Style* referencing format, which contains at least *five or six* serious items, either university press or comparable books or scholarly journal articles (20 percent of paper grade).

Please also note the following:

- (1) Papers without any notes or bibliography are considered *incomplete and will be very seriously downgraded, if still acceptable.*
- (2) As a way of assisting you in the production of a successful paper, there will be mini-lectures on bibliography, endnotes, organization, and the like at intervals throughout the course.
- (3) CLAS will schedule workshops specifically designed to aid you in this research project.
- (4) Meryle Gaston <gaston@library.ucsb.edu>, the Religious Studies bibliographer will be available to assist you with research strategies. Consult the instructor for Gaston's once-a-week office hours in the department, or arrange to see her in the library.
- (5) Plagiarism is academic dishonesty—a form of stealing. Papers that appear suspicious will be checked against Internet search engines. Plagiarism will be reported to the Dean of Students office, and any paper identified as containing plagiarized material will be unacceptable as fulfillment of the course requirement for a research essay.

Graduate Course Requirements

Regular class attendance/participation (10 percent of grade). *Graduate students are expected to take a leadership role in class participation, raising questions, offering comparative historical insights, and giving critical commentary and perspective on topics under consideration.* There will be three additional meetings with the instructor. In addition, the graduate requirement will be a major research paper on some aspect of religion in United States history in the period beginning with the seventeenth-century contact between Europeans and Indians and ending with the Civil War (90 percent of course grade). *The paper should demonstrate historical imagination and historical thinking.* It should be sensitive to social and cultural context and seek to explain changes and continuities regarding its topic. It should review previous historical work on the topic and highlight its own contribution. The paper should be based on primary sources from the historical period under consideration, utilizing these for about half of its bibliography. Endnotes should follow the *Chicago Manual of Style*, 16th ed., and a full bibliography of works consulted should accompany the paper. Papers are *due* on Friday, June 10th.

Class Schedule

Learning in this course will come through *your* careful reading of assignments, through the lectures, and through focused class discussion of questions that arise. You are expected to come to class with reading completed. It would be helpful to write a paragraph that answers each day's bolded syllabus question *before* you come to class and then to add material from the class lecture and discussion. This can help you to construct the research essay you will later write.

- Mar. 28 Orientation: The Nation with the Soul of a Church
- Mar. 30 Immigrant Religious Heritages: European and African
How did slavery and white hegemony affect the interactions between Europeans and Africans in North America?
Reading: Text, 1-22, 107-17; Reader #1 (Equiano).
- April 4 Indigenous Cultures and American Experience
In what ways did the coming of the Europeans affect seventeenth-century Algonquian Indian culture and religion in New England?
Reading: Text, 23-50, 98-107, 227-33; Reader #2 (Eliot).
- April 6 The English Church Transplanted to Virginia
What problems did the Anglican church encounter in Virginia, and how did it adapt?
Reading: Text, 68-73; Reader #3 (Force).

- April 11 The Puritan Matrix of American Religion
What were the major factors shaping American Puritanism in the seventeenth century?
 Reading: Text, 51-68, 74-75; Reader #4 (Bradford, Winthrop).
- April 13 Quakerism in the Pennsylvania Colony
What was distinctive about Quakerism, and how did its differences affect Pennsylvania's history and promote religious diversity?
 Reading: Text, 76-83, 86-95; Reader #5 (Penn).
- April 18 The Great Awakening
What was the Great Awakening, and what effects did it have on the colonies?
 Reading: Text, 118-32, 138-39; Reader #6 (Whitefield).
- April 20 Religion and the Woman Question in Colonial Context
What religious options were available to women in the colonies?
 Reading: Text, 133-37, 140-41; Reader #7 (Ashbridge).
- April 25 Religion and the American Revolution
What role did religion play during and after the American Revolution?
 Reading: Text, 142-81; Reader #8 (Bullock).
- April 27 Midterm Examination
- May 2 The Mission Mind in the New Evangelical Nation
What was the "mission mind" in the nineteenth-century United States? How was it related to church-state separation in the new nation, and what were its results?
 Reading: Text, 85-86, 182-96, 212; Reader #9 (Bower).
- May 4 The New American Religions of "Christians" and Millerites
What is restorationism, what is millennialism, and how do both express early nineteenth-century American concerns?
 Reading: Text, 197-206, 213-16; Reader #10 (Campbell, Bliss).
- May 9 Mormonism and New American Religion
How did Joseph Smith and his new Mormon religion express major beliefs and values at the base of popular American religion and culture?
 Reading: Text, 216-26; Reader #11 (Hansen).
- May 11 Religion, Reform, and Radicalism in Antebellum America
What forms did religious radicalism take in the mid-nineteenth century, and what was the relationship between religious radicalism and reform?
 Reading: Text, 206-11; Reader #12 (Todd, Noyes).

- May 16 Catholicism in the New Nation
What were the major problems confronting Catholics in America, and how did they cope with them?
 Reading: Reader #13 (Dolan).
- May 18 The Growth of Judaism in Nineteenth-Century America
What were the major religious developments within American Judaism in the years before the Civil War?
 Reading: Text, 83-85, 96-97, 235-38, 246; Reader #14 (Wise).
- May 23 Conservative and Liberal in Christian Theology
What were the major emphases in the theological reflection of Charles Hodge and Horace Bushnell? Compare and contrast the two, and consider how each might have impacted general American history.
 Reading: Reader #15 (Hodge; Bushnell).
- May 25 Feminizing American Religion
How was religion related to social activism among women?
 Reading: Reader #16 (Stanton).
 RESEARCH ESSAY DUE.
- June 1 Religion, Slavery, and the Civil War
What was the relationship between Christianity and slavery in the United States, and what was the impact of slavery itself on African American religion?
 Reading: Text, 239-45, 247-62; Reader #17 (Anonymous).
 COURSE EVALUATION.
- June 6 Monday, 4:00-7:00 pm. Final Examination.

Selected Bibliographical Resources

- Sydney E. Ahlstrom. *A Religious History of the American People* (1972). Rev. ed. by David D. Hall. New Haven: Yale University Press, 2004. (See bibliography.)
- Catherine L. Albanese. *America: Religions and Religion*. 4th ed. Belmont, Calif.: Wadsworth Publishing, 2006. (See bibliography at end of volume.)
- John Corrigan and Winthrop S. Hudson. *Religion in America: An Historical Account of the Development of American Religious Life*. 8th ed. Upper Saddle River, N.J.: Prentice Hall, 2010. (See bibliography.)
- Edwin S. Gaustad and Leigh E. Schmidt. *The Religious History of America*. Rev. ed. San Francisco: Harper, 2004. (See bibliography.)

- Charles H. Lippy and Peter W. Williams, eds. *Encyclopedia of Religion in America*. 4 vols. Washington, D.C.: CQ Press, 2010. (See bibliographies.)
- Martin E. Marty. *Pilgrims in Their Own Land: 500 Years of Religion in America*. Boston: Little, Brown, 1984.
- Frank S. Mead, Samuel S. Hill, and Craig D. Atwood, eds. *Handbook of Denominations in the United States*. 13th ed. Nashville: Abingdon Press, 2010.
- J. Gordon Melton et al. *Melton's Encyclopedia of American Religions*. 8th ed. Detroit: Gale Research, 2009. (See bibliographies for individual "families.")
- Mark A. Noll. *A History of Christianity in the United States and Canada*. Grand Rapids, Mich.: William B. Eerdmans, 1992. (See bibliography.)
- Daniel G. Reid, et al. *Dictionary of Christianity in America*. Downers Grove, Ill.: InterVarsity Press, 1990. (See bibliographies at end of individual entries.)
- Peter W. Williams. *America's Religions: From Their Origins to the Twenty-First Century*. 3d ed. Urbana: University of Illinois Press, 2008. (See bibliography.)

Other Information

Students are to supply small-size Scantron sheets and no. 2 pencils for midterm and final examinations.

Office is located in 3075 Humanities and Social Sciences Building. E-mail address is albanese@religion.ucsb.edu. *N.B. No papers may be submitted by e-mail.*

Office hours are Mondays, 3:30-5:00 pm, and Wednesdays, 3:30–4:00 pm.

Students with disabilities who would like to discuss special academic accommodations should contact the instructor.

Incompletes will be given only under the rarest of circumstances—a serious illness, a family death, and the like. *Incompletes must be made up during the period allotted according to university rules. If a student allows an Incomplete grade to revert to an F by not completing the paper on time, the grade will not be changed—even if the student later submits a paper.*