

Winter 2012 Instructor: Kristy Slominski
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Course Time: MWF 2:00-2:50 pm
Course Location: Girvetz 1004

Religious Studies 7: Introduction to American Religion

Course Description:

This course is a survey of American religious history, with a focus on the diversity of religions and religious people. Attention will be paid to the boundaries involved in religious systems, boundaries which range from permeable to fortress-like. The course will consider the “original cast” of religious people in early America (Native Americans, Jews, Catholics, Protestants), new religions shaped in America (such as Mormonism, Christian Science, Spiritualism, New Thought), eastern religions brought to America (Eastern Orthodoxy, Islam, Buddhism, Hinduism), and present-day religious trends (from evangelicalism to New Age/new spirituality). Throughout, the course emphasizes how each religious path is shaped by its contact with others.

Course Materials:

- Textbook: Catherine L. Albanese, *America: Religions and Religion*, 4th ed. (Wadsworth).
- Course Reader (Grafikart, 6550 Pardall Road, Isla Vista).
- I-clicker
- GauchoSpace

Required Exercises and Grade Breakdown:

5% **Lecture Participation**

Students are expected to attend lectures prepared and participate in I-clicker activities, including opinion polls and quizzes. Assigned readings must be done *before* the corresponding lecture.

15% **Section Participation**

Teaching Assistants for each section will determine requirements for section participation.

25% **Midterm Examination**

The midterm, on Feb. 15th, will cover information up to and including class on Feb. 13th. Bring a blue book, a #2 pencil, and a half-sheet scantron.

20% **Final Examination**

The final is comprehensive, but will focus on the second half of the course. It is scheduled for March 19th, 4:00-7:00 pm. Bring a blue book, a #2 pencil, and a half-sheet scantron.

35% **Paper**

Research and write a paper on the religious history of one member of your family. The paper should be based on research on the tradition or traditions in which the member of your family participated (participation may have been enthusiastic, indifferent, or hostile) as well as, if possible, oral history and interviews. Please write a unified and coherent academic paper that addresses the following questions, with equal attention to each section:

a) Family member's religious history: What are the main beliefs and practices in your family member's history? How did these beliefs and practices change over time, and how do you explain these changes? If there were no changes, how do you explain the consistency?

b) Particular American religion: How does your family member's religious history reflect the general outlines of the history of a particular religious tradition in America? If they do not reflect some of the historical trends in the religion, how do they differ?

c) Common themes: How does the religious history of your family member illustrate or challenge common themes in American religious history? Some examples of themes include: *combination*, *denominationalism*, *voluntaryism*, *moralism*, *revivalism*, *individualism*, *millennialism*, *civil religion*, and *cultural religion*. See chapter 11 for discussions of themes.

Your paper will be graded on a 100-point scale as follows:

20 pts.	a) Presents family member's beliefs and practices with clarity and historical depth. Discusses change over time . Offers compelling explanations for the changes or consistencies.
20 pts.	b) Connects family member's religious history to the history of one religion in America .
20 pts.	c) Connects family member's religious history to common themes in American religion.
10 pts.	Uses endnotes: Appropriately documents each piece of information from sources following a standard bibliographic format, to be discussed by your TA. Quoting should be done sparingly, reserved for evidence in which the author's specific words are necessary to make the point; all other ideas from sources should be carefully paraphrased.
10 pts.	Includes bibliography: contains at least <i>five appropriate scholarly sources</i> , presented in a standard bibliographic format, to be discussed by your TA.
10 pts.	Format: produces a study 6-7 pages (not including bibliography), double-spaced, 12-point font, with one-inch margins.
10 pts.	Style: clearly written and organized, free of errors, compelling main points, presents information fairly, and integrates researched information with their own analyses.

Papers without endnotes or bibliography are considered incomplete and will be seriously penalized. The paper must be submitted in hard copy by Friday, March 16th, at the beginning of class. Late papers will be penalized and may not be accepted. If this topic presents a problem for you, please consult your TA for an alternate assignment.

Class Schedule

DATE	TOPIC	REQUIRED READINGS <i>T = textbook, R = reader</i>
Jan. 9	<i>Intro to American Religion</i>	
Jan. 11	<i>What Counts as Religion in the United States?</i>	T, 1-15
I. MANYNESS: The Original Cast		
Jan. 13	<i>Native Americans</i>	T, 17-39; R #1 (Warrior)
Jan. 16	<i>NO CLASS—MLK, Jr. Day</i>	
Jan. 18	<i>The Jews</i>	T, 40-58; R #2 (Lotker)
Jan. 20	<i>The Roman Catholics, I</i>	T, 59-67
Jan. 23	<i>The Roman Catholics, II</i>	T, 68-80; R #3 (Orsi)
Jan. 25	<i>The Protestants, I</i>	T, 81-98
Jan. 27	<i>The Protestants, II</i>	T, 98-115
Jan. 30	<i>The Protestants, III</i>	T, 115-33
Feb. 1	<i>The African Americans</i>	T, 134-52; R #4 (Raboteau)
II. MANYNESS: Newcomers		
Feb. 3	<i>The Mormons</i>	T, 153-60; R #5 (Smith)
Feb. 6	<i>The Christian Scientists</i>	T, 161-64; R #6 (Eddy)
Feb. 8	<i>The Adventists & Jehovah's Witnesses</i>	T, 164-70; R #7 (Harrison)
Feb. 10	<i>The Shakers</i>	T, 170-73; R #8 (Andrews)
Feb. 13	<i>The Oneidans & Branch Davidians</i>	T, 173-77; R #9 (Miller)
Feb. 15	Midterm Exam	
Feb. 17	<i>Mystics, Metaphysicians, & Metaphysical Religion</i>	T, 178-84; 192
Feb. 20	<i>NO CLASS—Presidents' Day</i>	
Feb. 22	<i>The Spiritualists</i>	T, 184-88; R #10 (Whitmore)
Feb. 24	<i>The Theosophists</i>	T, 188-90; R #11 (Olcott)
Feb. 27	<i>The New Thinkers</i>	T, 190-97; R #12 (Towne)
III. MANYNESS: Patterns of Expansion and Contraction		
Feb. 29	<i>The Eastern Orthodox</i>	T, 199-206
Mar. 2	<i>The Muslims</i>	T, 206-12; R #13 (Malcolm X)
Mar. 5	<i>The Hindus</i>	T, 212-18; R #14 (Mazumdar)
Mar. 7	<i>The Buddhists</i>	T, 218-26; R #15 (Coleman)
Mar. 9	<i>The New Age & New Spirituality People</i>	T, 227-39; R #16 (MacLaine)
Mar. 12	<i>The Fundamentalists & Evangelicals</i>	T, 239-53; R #17 (Colson)
IV. ONENESS: The Culture of the Center		
Mar. 14	<i>Oneness, Public Protestantism, & Civil Religion</i>	T, 255-71
Mar. 16	<i>Cultural Religion & the Contact Situation</i>	T, 271-99. Papers due.
Mar. 19	Final Exam, 4:00-7:00 pm (Monday)	

Course Policies:

- **To show respect for your peers and make the best use of our time together**, please do not text, use the internet, play games or do similarly distracting things once lecture begins.
- **Academic dishonesty will not be tolerated.** Using an iClicker registered to another student in the course is cheating, for both parties involved. Neglecting to cite sources, or otherwise presenting the ideas of others as your own, is plagiarism. A plagiarized paper will be inadmissible for fulfilling the writing requirement and will result in a grade of F in the course. Any evidence of plagiarism or cheating discovered will result in a written report to the Dean of Students' office in accordance with university rules. Familiarize yourself with the UCSB student's guide to academic integrity, posted on our Gauchospace.
- Students with disabilities who would like special academic accommodations must utilize the **Disabled Students Program**. Please contact the instructor if you have further questions.
- **Disagreement about your final grade** should be addressed with a 1-2 page formal complaint, submitted to your TA within a month after grades are posted, with a copy of the assignment(s) in dispute. If your petition is accepted, your grade will be raised. However, if a second review of your work—by either the TA or instructor—reveals problems initially overlooked, the final grade may also be lowered.