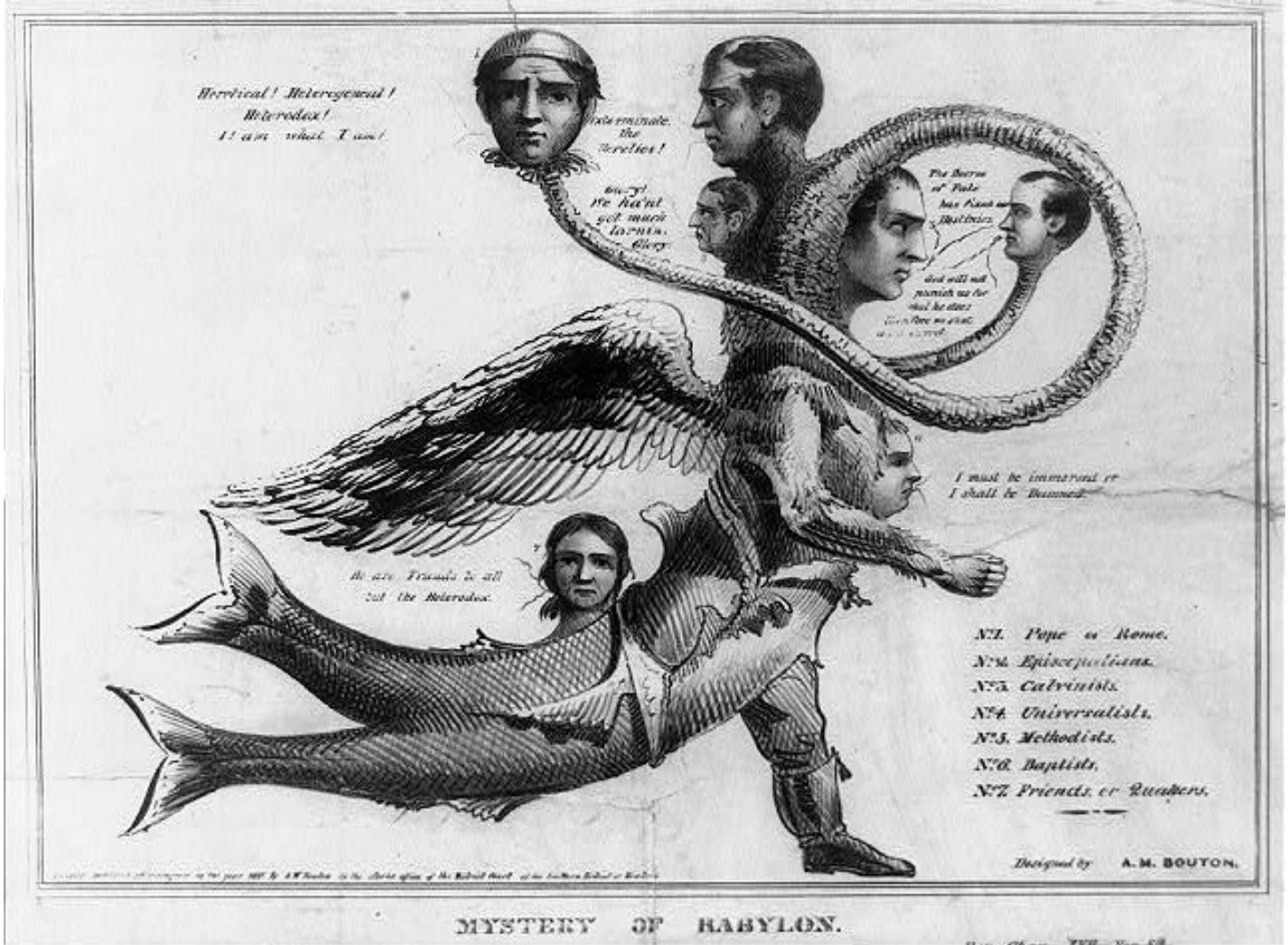


# HIST 6310-501: Religion in Early America

Fall 2009  
JO 4.708  
Tuesday 7:00-9:45 PM

Prof. Eric R. Schlereth  
schlereth@utdallas.edu  
Office: JO 5.704, 972-883-2168  
Office Hours: T and Th 3-4 or by Appt.



## Course Overview

This readings seminar will explore the history of religion in early America from roughly 1740 to 1840. During this century, religious life in American changed dramatically. Religious beliefs and practices became far more diverse, and religion assumed a new relationship with politics and society, especially following the American Revolution. In addressing both themes, readings in this course will focus on the religious experiences of clergy and ordinary believers alike. Moreover, each reading approaches religion as part of the era's larger cultural, political, and social world. This course will cover, among other topics, slave religion, gender and belief, Native American religion, transatlantic prophecy, religion and the public sphere, moral reform movements, and the relationship between church and state.

## Required Readings:

The following books can be purchased at the UTD bookstore or at Off Campus Books, 581 W. Campbell Road, #201. **All additional weekly readings are available through Electronic Resources at the McDermott Library.**

John L. Brooke, *The Refiner's Fire: The Making of Mormon Cosmology, 1644-1844* (Cambridge: Cambridge University Press, 1996).

Gregory Evans Dowd, *A Spirited Resistance: The North American Indian Struggle for Unity, 1745-1815* (Baltimore: The Johns Hopkins University Press, 1993).

Alan Greer, *Mohawk Saint: Catherine Tekakwitha and the Jesuits* (New York: Oxford University Press, 2006).

David D. Hall, *Worlds of Wonder, Days of Judgment: Popular Religious Belief in Early New England* (Cambridge: Harvard University Press, 1989).

Nathan O. Hatch, *The Democratization of American Christianity* (New Haven: Yale University Press, 1989).

Christine Leigh Heyrman, *Southern Cross: The Beginnings of the Bible Belt* (Chapel Hill: The University of North Carolina Press, 1998).

Rhys Isaac, *The Transformation of Virginia, 1740-1790* (Chapel Hill: The University of North Carolina Press, 1999).

Leigh Eric Schmidt, *Hearing Things: Religion, Illusion, and the American Enlightenment* (Cambridge: Harvard University Press, 2000).

Jon F. Sensbach, *Rebecca's Revival: Creating Black Christianity in the Atlantic World* (Cambridge: Harvard University Press, 2006)

**Grading:**

Participation	25%
Weekly Questions	10%
Book Reviews	20%
Historiographic Essay	45%

**Assignments:**

1. **Participation.** You are expected to attend every class prepared for in-depth discussion of the week's readings.
2. **Weekly Questions.** In order to facilitate discussion, each student is required to submit via email two detailed questions about the week's readings by **3:00 PM on Tuesday**. These questions might raise points about evidence, argumentation, or historiography in regard to a given reading.
3. **Book Reviews.** Over the course of the semester each student will write two book reviews on assigned readings, which will be due according to a schedule determined by the instructor.

Academic book reviews should:

- Briefly summarize the book's content and identify the author's thesis.
- Assess the argument and the evidence used to support it.
- Place the book in the existing scholarship.
- Provide an overall assessment of the book.

More resources for writing book reviews will be posted on WEB CT

4. **Historiographic Essay.** Students are required to write an essay (15 page minimum) assessing scholarship on a particular aspect of early American religious history. This assignment will be due in my office, JO 5.708, on **Tuesday, December 8 by 5 PM.** You are required to submit a précis and a bibliography by **Tuesday, November 17.** We will discuss this assignment in class and I will provide examples well before this assignment is due.

**Course Policies:**

1. Cell phones must be turned off and laptops are not allowed.
2. All course communication not conducted in class will be made using UTD email addresses, and UTD email ONLY.
3. Late assignments will not be accepted.

Academic Calendar	Readings	
<b>Week 1. Introduction</b>		
Tue. Aug. 25		
<b>Week 2. Whither the Puritans?</b>		
Tue. Sep. 1	<p>Charles L. Cohen, "The Post-Puritan Paradigm in Early American Religious History," <i>William and Mary Quarterly</i> 54 (1997): 695-722, available on JSTOR.</p> <p>Mark A. Peterson, "Puritanism and Refinement in Early New England: Reflections on Communion Silver," <i>William and Mary Quarterly</i> 58 (2001): 307-346, available on JSTOR.</p> <p>Douglas L. Winiarski, "Jonathan Edwards, Enthusiast? Radical Revivalism and the Great Awakening in the Connecticut Valley," <i>Church History</i> 15 (2005): 683-739, available on America: History and Life.</p>	
<b>Week 3. Lived Religion</b>		

Tue. Sep. 8	David D. Hall, <i>Worlds of Wonder, Days of Judgment: Popular Religious Belief in Early New England</i> (Cambridge: Harvard University Press, 1989).
<b>Week 4. Catholicism in New France</b>	
Tue. Sep. 15	Alan Greer, <i>Mohawk Saint: Catherine Tekakwitha and the Jesuits</i> (New York: Oxford University Press, 2006).
<b>Week 5. A Great Awakening in Indian Country</b>	
Tue. Sep. 22	Gregory Evans Dowd, <i>A Spirited Resistance: The North American Indian Struggle for Unity, 1745-1815</i> (Baltimore: The Johns Hopkins University Press, 1993).
<b>Week 6. Provocative Views</b>	
Tue. Sep. 29	Jon Butler, "Slavery and the African Spiritual Holocaust," from <i>Awash in a Sea of Faith</i> .  Butler, "Magic, Astrology, and the Early American Religious Heritage, 1600-1760," <i>American Historical Review</i> , 84 (1979), 317-346, available on JSTOR.  Butler, "Enthusiasm Described and Decried: The Great Awakening as Interpretative Fiction," <i>Journal of American History</i> , 69 (1982-1983), 302-325, available on JSTOR.
<b>Week 7. African-American Christianity</b>	
Tue. Oct. 6	Jon F. Sensbach, <i>Rebecca's Revival: Creating Black Christianity in the Atlantic World</i> (Cambridge: Harvard University Press, 2006)
<b>Week 8. TBD</b>	
Tue. Oct. 13	
<b>Week 9. Revivals and Revolution</b>	
Tue. Oct. 20	Rhys Isaac, <i>The Transformation of Virginia, 1740-1790</i> (Chapel Hill: The University of North Carolina Press, 1999).
<b>Week 10. Mormonism: An American Revelation?</b>	
Tue. Oct. 27	John L. Brooke, <i>The Refiner's Fire: The Making of Mormon Cosmology, 1644-1844</i> (Cambridge: Cambridge University Press, 1996).
<b>Week 11. Democracy and Christianity</b>	
Tue. Nov. 3	Nathan O. Hatch, <i>The Democratization of American Christianity</i> (New Haven: Yale University Press, 1989).
<b>Week 12. Gender, Community, and Religious Experience</b>	

Tue. Nov. 10	<p>Aaron Spencer Fogelman, "Jesus is Female: The Moravian Challenge in the German Communities of British North America," <i>William and Mary Quarterly</i>, 60 (2003): 295-332, available on JSTOR.</p> <p>Janet Moore Lindman, "Acting the Manly Christian: White Evangelical Masculinity in Revolutionary Virginia," <i>William and Mary Quarterly</i>, 57 (2000): 393-416, available on JSTOR.</p> <p>Monica Najar, "Meddling with Emancipation: Baptists, Authority, and the Rift Over Slavery in the Upper South," <i>Journal of the Early Republic</i> 25 (2005): 157-186, available on America: History and Life.</p> <p>Ramon A. Gutierrez, "Women on Top: The Love Magic of the Indian Witches of New Mexico," <i>Journal of the History of Sexuality</i> 16 (2007): 373-390, available on America: History and Life.</p>
<b>Week 13. Evangelicalism and its Southern Discontents</b>	
Tue. Nov. 17	Christine Leigh Heyrman, <i>Southern Cross: The Beginnings of the Bible Belt</i> (Chapel Hill: The University of North Carolina Press, 1998).
<b>Week 14. Reason and Imagination</b>	
Tue. Nov. 24	Leigh Eric Schmidt, <i>Hearing Things: Religion, Illusion, and the American Enlightenment</i> (Cambridge: Harvard University Press, 2000).
<b>Week 15. Walls of Separation</b>	
Tue. Dec. 1	<p>James H. Huston, "Thomas Jefferson's Letter to the Danbury Baptists: A Controversy Rejoined," <i>William and Mary Quarterly</i> 56 (1999): 775-790, available on JSTOR.</p> <p>Robert M. O'Neil, et al, responses to Huston, <i>William and Mary Quarterly</i>, 56 (1999): 791-822, available on JSTOR.</p> <p>Johann N. Neem, "Beyond the Wall: Reinterpreting Jefferson's Danbury Address," <i>Journal of the Early Republic</i>, 27 (2007): 139-153, available on America: History and Life.</p>

**Student Conduct & Discipline:**

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, A to Z Guide, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the Rules and

Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3, and in Title V, Rules on Student Services and Activities of the university's Handbook of Operating Procedures. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

### **Academic Integrity:**

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details).

### **Email Use:**

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

### **Withdrawal from Class**

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper

paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

### **Student Grievance Procedures:**

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's Handbook of Operating Procedures.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

### **Incomplete Grade Policy:**

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.

### **Disability Services:**

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:

The University of Texas at Dallas, SU 22

PO Box 830688

Richardson, Texas 75083-0688

(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be

necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

**Religious Holy Days:**

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

**\*\* The professor reserves the right to amend this syllabus as needed throughout the semester. Any changes made to this syllabus will be announced in class.\*\***