

History of American Religion
University of Texas at Dallas
Summer Term 2015

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Class Room: JSOM 11.210
Office Hours: by appointment

HIST 3364. 5U1
Monday 6:00-10:00 p.m.
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Course Description

From the founding of Plymouth Bay to the current violent engagements between the Middle East and the West, religion has played a critical role in the development of the history of the United States. Indeed, the U.S. remains one of the most pious and religiously diverse nations in the post-modern world. This course will analyze the antecedents to American religious movements and the unique contribution the American experience has made to the development of these movements. The class will take a chronological and topical approach to this complex topic as it examines the relation between religion and socio/political movements. Though Protestantism has dominated U.S. history, the course will examine a broad range of issues outside the Protestant pail. In addition, the course will give particular attention to the ecclesiastical structures and doctrines of religious movements.

Text

Mark Noll. [A History of Christianity in the United States and Canada](#)
Dr. Tullock may assign other readings (available on the internet)

Comet Creed: “As a Comet, I pledge honesty, integrity, and service in all I do.”

Student Conduct and 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). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

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.

Student Withdrawal

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.

Incomplete Grades

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 disagree 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.

Class Assignments and Requirements

Attendance and Punctuality:

Class participation constitutes an essential element of this course; indeed, student involvement forms an integral part of class experience. Therefore, please arrive at class on time and plan to stay for the entire session. In addition, students must complete reading assignments prior to class time and come prepared to interact with the instructor and classmates on the topics of discussion. Dr. Tullock will take roll each evening.

Classroom Demeanor:

The discussion of religious themes, of course, may address cherished belief systems, and Dr. Tullock will aim at treating all religious movements with scholarly objectivity and balance; however, class discussions may provoke some discomfort for class members. Indeed, some may take offense at the professor's presentation of material. Please know that the instructor has no unstated agenda or malice toward any of the movements addressed in class. In addition, students must exercise courtesy and understanding when disagreements arise, disagreements that should be expressed clearly and honestly, but with civility.

In this course, class interaction proves essential. Each student will bring background experiences and expertise that will enrich the course; therefore, the professor will insist on an interactive, robust participation in the course.

Dr. Tullock respectfully asks that students refrain from the use of electronic devices in class (cell phones, personal computers, etc.).

Papers:

Essay One: Students will write a brief paper (five to seven pages) that will provide a scholarly analysis of a historical monograph. Dr. Tullock has attached a list of suitable works and a description of the assignment (see attached). The papers are due at class time on June 22. **(one hundred points)**

Essay Two: Students will write a brief paper (five to seven pages) that will provide a scholarly analysis of a historical monograph. Dr. Tullock has attached a list of suitable works and a description of the assignment (see attached). The papers are due at class time on July 20. **(one hundred points)**

Exams: The instructor will give two exams. Each exam will count up to 100 points toward the final grade for the course. Please consult the class schedule for test dates.

Grade Scale:

- A: 360-400 points
- B: 320-359 points
- C: 280-319 points
- D: 240-279 points
- F: 0- 239 points

Class Schedule:

Week One: June 1

Introduction of the Course

European Religious Antecedents to American Settlement

Week Two: June 8

Colonial Protestant Establishment

Read: Noll, Chapters One, Two, and Three

Suggested Assignment: View the film *Luther* (Metro Goldwyn Meyer, 2003)

Week Three: June 15

Religion and Revolution

Read: Noll, Chapters Four, Five, and Six

Week Four: June 22

First Book Evaluation Paper Due at Class Time

“The Outsiders”

Read: Noll, Chapters Seven and Eight

Week Five: June 29

“Holy War”: Religion and the American Civil War

Read: Noll, Chapters Nine and Twelve

Week Six: July 6

Mid-Term Examination

Week Seven: July 13

The “Evangelical Consensus”

Read: Noll, Chapter Eleven

Week Eight: July 20

Second Book Evaluation Paper Due at Class Time

Challenges to Protestant America

Read: Noll, Chapter Thirteen and Fourteen

Week Nine: July 27

American Religion at Mid-Century

Read Noll, Chapters Sixteen and Seventeen

Week Ten: August 3

The Current Culture Wars

Read Noll, Chapters Nineteen and Twenty

Also, please read the following essay, available on the internet.

-Benjamin Barber. “Jihad vs. McWorld”

Final Examination

Reading Options for History of Religion in America

Dr. Sam Tullock

Each student must select, read, and evaluate two of the following books. The instructor chose from a broad range of topics, and students should find something of academic and personal interest. After reading the books, consider and evaluate the main theme(s) of the author. Why did the author write the book, and what questions does the book address? What contribution does the work make to the study of American religious history? What weaknesses do you find in the arguments? What have scholarly critics written about the book? Also, the instructor would find it interesting to know why this work was chosen for the assignment. Students will complete brief written evaluations of the books (five to seven pages). Papers must be typed (double-spaced, Times New Roman, ten or twelve font). Please include a complete bibliographical entry for the book (MLA or Turabian).

Paper One Reading Options: Due on June 22nd at beginning of class

Richard L. Bushman. *Joseph Smith: Rough Stone Rolling*.

Jay Dolan. *The Irish Americans: A History*.

Ann Douglas. *The Feminization of American Culture*.

John Fea. *Was America Founded as a Christian Nation? A Historical Introduction*.

Eugene Genovese. *Roll, Jordan, Roll: The World the Slaves Made*.

Nathan Hatch. *The Democratization of American Christianity*.

Carol F. Karlsen. *The Devil in the Shape of a Woman: Witchcraft in Colonial New England*.

Laurence Moore. *Religious Outsiders and the Making of Americans*.

Ronald Numbers and Jonathan Butler. *The Disappointed: Millerism and Millenarianism In the Nineteenth Century*.

Paper Two Reading Options: Due on July 20th at beginning of class

Paul Boyer. *When Time Shall Be No More: Prophecy Belief in Modern American Culture*.

Cox, Harvey. *The Secular City*.

David Cullen and Kyle Wilkison, eds. *The Texas Right: The Radical Roots of Texas Conservatism*.

GhaneaBassiri, Kambiz. *A History of Islam in America: From New World to the New World Order*.

Nathan Glazer. *American Judaism*.

Marsden, George. *Fundamentalism and American Culture: The Shaping of Twentieth-Century Evangelicalism, 1870-1925*.

Sutton, Matthew Avery. *American Apocalypse: A History of Modern Evangelicalism*.

Peter Watson. *The Age of Atheists: How We Have Sought to Live Since the Death of God*.

Wuthnow, Robert. *Rough Country: How Texas Became America's Most Powerful Bible-Belt State*.