

Rel 111: Religion in Modern America

Fall 2018

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Office hours: 2:00–3:00 pm ALB 206D
10:00–11:00 am CCC 420

Required Texts

- Charles Lippy and Eric Tranby's *Religion in Contemporary America* (2013) (Rental book)
- Course pack (will be available in the bookstore after Sept 18)

* Students are expected to bring readings to class the day they are assigned to be discussed.

Course Description

Surveys the diversity of religion in modern America, with particular emphasis upon issues of pluralism, tolerance and inclusion, and with attention to the ways in which America's increasing religious diversity impacts debates concerning politics, law, education, public space, medicine, and culture.

Gen Ed and Rel 111 Learning Outcomes

1. **Describe the various dimensions of diversity and marginalization within the United States.** Students will satisfy this learning outcome by being able to:
 - a. Identify and describe historical, cultural, and legal events since the late 19th century that shaped the map of contemporary religion in America.
 - b. Differentiate common tropes in rhetoric denouncing religious immigrants and outsiders in the US since the late nineteenth century, such as Catholics, Jews, Mormons, Muslims, Hindus, Buddhists, and others.
2. **Explain the means by which one or more persistently marginalized groups in the U.S. have negotiated the conditions of their marginalization.** Students will satisfy this learning outcome by being able to:
 - a. Describe how marginalized religious groups in late 19th century America that were perceived as outsiders shifted toward becoming perceived as more "mainstream" over the course of the 20th century.
 - b. Assess common political assertions about contemporary religion in the United States (such as whether the US is a "Christian nation") by employing historical and statistical data of contemporary religion in America gleaned from our coursework.

Requirements
and Expectations

1. **Preparation:** Students should complete the assigned readings and bring the readings with you to class every day. Online readings should be printed out and brought to class, unless otherwise noted on the reading schedule. Our ability to analyze texts critically depends on your having the material in front of you. Failure to bring assigned readings to class will cause you to be unprepared for class and negatively impact your grade. (If printing the online readings presents a problem for you, talk to me outside of class.)
2. **Participation:** Good participation requires active reading of the assigned texts, engagement with the materials in class, thoughtful involvement in class discussions, and active listening to your classmates. Further, if you have a cell phone, please be conscientious about turning off at the start of class.
3. **Civility:** Students are expected to show respect for course content, classmates, and opinions that may differ from their own in deference to the educational atmosphere. Civil discourse means that we can disagree and challenge colleagues while maintaining an atmosphere of respect for people and ideas.
4. **Due Dates:** Missed quizzes and exams cannot be made up unless arrangements have been made prior to the absence. Papers due throughout the semester cannot be made-up or submitted late. Students who miss an assignment because of illness or serious emergency should contact me as soon as possible. Students who know ahead of time that they will be absent should speak to me at least a week prior to the absence.
5. **Communication:** During the semester, if a personal event or circumstance impacts your ability to succeed in our course, please come speak to me right away—before the problem becomes insurmountable. If you have a learning disability that might impact your work in our course, please speak to me in person (not via email) at the beginning of the semester.

Email Policy

As a general rule, it is unwise to email me if you have a time-specific question (e.g., “What’s on the exam on Monday?”) Also, do not email me because you want to know what you missed in class. For concerns such as these, speak with me in person. Good reasons to email me include:

- Letting me know about a technical problem with D2L that is affecting your preparation for an upcoming class,
- Scheduling a time to meet face-to-face,
- Informing me as to why you missed class,
- Sharing your personal thoughts about our course material.

* When emailing me, always include the name of our class and section in your subject line.

Attendance Policy

It is expected that you will arrive to class each day and on time. Over the course of the semester, you may miss three class periods (for whatever reason) without penalty. Students who miss more classes can expect to lose 3% percentage points from their final grade for each absence. If you have a severe illness or personal emergency that will affect your attendance, speak with me outside of class.

Tutoring-Learning Center

The TLC is an excellent service every student should take advantage of! One-on-one tutors can help with writing papers, reading challenging assignments, preparing for exams, lab reports, resumes, research papers, and personal statements. To sign up, call 346-3568 or stop by the bottom floor of the Media Resource Center, room 018.

Academic Integrity

The full text of the Community Rights and Responsibilities guidelines is available online in the Rights and Responsibilities section at: www.uwsp.edu/admin/stuaffairs. Students will be expected to adhere to all university expectations.

In particular, please familiarize yourself with the definition of plagiarism and the disciplinary process. According to chapter 14 section 3 of the Student Academic Standards and Disciplinary Procedures, “Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas....”

If you have questions about this policy, contact me. Infractions will be reported to the university and the minimum penalty for a violation of academic integrity is a failure (zero) for the assignment, although more severe infractions may be assessed.

To ensure a fair assessment process in this course, students will be required to submit their papers to the D2L dropbox prior to the due date in class. D2L has plagiarism detection software and will flag papers that are derivative of published texts, websites, and other student writing.

Assignments

Class Participation.....	5%
Quizzes	20%
Short Papers.....	25%
Midterm.....	25%
Final Exam	25%

Rel 111: Religion in Modern America
Reading Schedule

Week 1

Tues Sept 4	<p><u>Introductions!</u></p> <ul style="list-style-type: none"><input type="checkbox"/> Religion in America: What do you know? What do you think? And what do you think you know?
Thurs Sept 6	<p><u>Defining Religion</u></p> <ul style="list-style-type: none"><input type="checkbox"/> <u>Read:</u> RICA, chap 1, “Defining and measuring religion”<input type="checkbox"/> <u>Short Paper #1:</u> Prior to class today, visit The Pew Forum Religious Landscape Study or ARDA or Adherents.com. Peruse the site for some data about religion in contemporary America that you find interesting, surprising, confusing, curious, or enlightening. Then, write a one-page (250 word) paper explaining what information you discovered, why you found it interesting, what you have learned about religion in America from this data, and what further questions this information raises for you. Your paper should be posted to Short Paper #1 dropbox on our d2L site. <p>Web links to the data sources can be found on our D2L page under “content” and then “web links and videos.”</p>

Week 2

Tues Sept 11	<p><u>Explaining Religion</u></p> <ul style="list-style-type: none"><input type="checkbox"/> <u>Read:</u> RICA, chap 2, “Contemporary views and theories of religion”<input type="checkbox"/> <u>Complete:</u> D2L quiz, RICA chapter 2
Thurs Sept 13	<p><u>Protestantism</u></p> <ul style="list-style-type: none"><input type="checkbox"/> <u>Read:</u> RICA, chap 4 (Mainline Protestantism: The Erosion of Cultural Dominance)

Week 3

Tues Sept 18	<p><u>Evangelicalism</u></p> <ul style="list-style-type: none"><input type="checkbox"/> <u>Read:</u> RICA, chap 5 (The Evangelical Surge)<input type="checkbox"/> <u>Complete:</u> RICA, chapter 5 quiz
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Thurs	<u>Catholicism</u>
Sept 20	<input type="checkbox"/> <u>Read:</u> “Bread and Mortar: The Presence of Roman Catholicism” [coursepack]

Week 4

Tues	<u>Catholics in America</u>
Sept 25	<input type="checkbox"/> <u>Read:</u> Mariah Monk Shocks Protestant Readers with Allegations of Sex and Violence in a Nunnery, 1836 [coursepack] <input type="checkbox"/> <u>Read:</u> C. Stanley Lowell Explains His Fear of Catholics in 1960 [coursepack] <input type="checkbox"/> <u>Read:</u> Cesar A. Chavez, “The Mexican-American and the Church” (1968) [coursepack] <input type="checkbox"/> <u>Complete:</u> D2L quiz, “Catholicism in America”
Thurs	<u>Introduction to Judaism</u>
Sept 27	<input type="checkbox"/> <u>Read:</u> “Chapter 5: American Judaism” by Patrick Allitt [coursepack] <input type="checkbox"/> <u>Complete:</u> Quiz, American Judaism

Week 5

Tues	<u>Jews in America: The Immigrant Experience</u>
Oct 2	<input type="checkbox"/> <u>Watch:</u> The Jewish Americans (Parts 1 and 2) prior to class today. (The link is available in D2L. See “content” and then “Web links and videos.”) <input type="checkbox"/> <u>Complete:</u> Handout, “The Jewish Americans Parts 1 and 2” and bring to class to submit at the start of class today. (The handout is available in D2L. See “content” and then “handouts.”)
Thurs	<u>Transmitting Religion</u>
Oct 4	<input type="checkbox"/> <u>Read:</u> RICA, chap 8, “Transmitting Religion” <input type="checkbox"/> <u>Short paper #2:</u> Write a two-page (500 word) paper addressing the following questions. Compare the immigrant experience of Jews and Catholics, drawing on our readings and films. What kinds of challenges did Jewish and Catholic immigrants face? How similar or different were their experiences? How did Jews and Catholics adjust to life in America? Your paper should be posted to Short Paper #2 dropbox on our D2L site.

Week 6

Tues	<u>Religion and Politics</u>
Oct 9	<input type="checkbox"/> <u>Read:</u> RICA, chap 9 (Religion, Politics, and Government) <input type="checkbox"/> <u>Complete:</u> Quiz, RICA, chapter 9
Thurs	<u>Religion and the Courts</u>
Oct 11	<input type="checkbox"/> <u>Read:</u> Patheos: Everything You Need to Know about Town of Greece vs. Galloway [coursepack] <input type="checkbox"/> <u>Read:</u> Redstate: Town of Greece v. Galloway: A Primer [coursepack]

Week 7

Tues	<u>Religion and Public Schools</u>
Oct 16	<input type="checkbox"/> <u>Read:</u> Minersville School District v. Gobitis (1940) [coursepack] <input type="checkbox"/> <u>Read:</u> West Virginia State Board of Education v. Barnette (1943) [coursepack] <input type="checkbox"/> <u>Read:</u> Engel v. Vitale (1962) [coursepack] <input type="checkbox"/> <u>Read:</u> School District of Abington Township, Pennsylvania v. Schempp (1963) [coursepack] <input type="checkbox"/> <u>Read:</u> Wisconsin v. Yoder (1972) [coursepack] <input type="checkbox"/> <u>Complete:</u> D2L quiz, Religion and Public Schools
Thurs	<u>Gender and Sexuality</u>
Oct 18	<input type="checkbox"/> <u>Read:</u> RICA, chap 10 (Gender, Sexuality, and Religion) <input type="checkbox"/> <u>Short paper #3:</u> Write a two-page (500 word) paper addressing the following questions. Find a news event in the past five years that is an example of the Culture Wars (described in our textbook on pages 120-124). Summarize the event. Describe, in a non-biased way, the argument from both sides. Then, reflect on this story. Does this story represent a recent trend, or something that Orthodox and Progressives have been arguing about for decades? What does this story reveal about religion in America today? Your paper should be posted to Short Paper #3 dropbox on our D2L site.

Week 8

Tues Oct 23	Midterm
Thurs Oct 25	<u>African American Religion</u> <ul style="list-style-type: none"><input type="checkbox"/> Read: RICA, chap 11 (African American Religion)<input type="checkbox"/> Read: excerpt, Martin Luther King, Jr. <i>Nonviolence and Racial Justice</i> (1957)" [coursepack]<input type="checkbox"/> Read: "Martin Luther King, Jr. Preaches on the Power of Love, 1963)" [coursepack]

Week 9

Tues Oct 30	<u>African American Religion: Primary Documents</u> <ul style="list-style-type: none"><input type="checkbox"/> Read: excerpt, Malcolm X, <i>God's Judgment of White America</i> (1963) [coursepack]<input type="checkbox"/> Read: excerpt, Malcolm X, <i>Letters from Abroad</i> [coursepack]<input type="checkbox"/> Read: "Christianity Today Criticizes Black Americans' Intimidation of White Churches, 1969" [coursepack]
Thurs Nov 1	<u>Religion, Race and Poverty</u> <ul style="list-style-type: none"><input type="checkbox"/> Read: RICA, chap 12 (Religion, race, and poverty)<input type="checkbox"/> Complete: Quiz, Religion and Race in America

Week 10

Tues Nov 6	<u>Spiritualism</u> <ul style="list-style-type: none"><input type="checkbox"/> Read: RICA, chap 13 (Faiths on the Margins)<input type="checkbox"/> Quiz: Rica chapter 13
Thurs Nov 8	<u>Mormonism</u> <ul style="list-style-type: none"><input type="checkbox"/> Read: RICA, chap 14 (The Mormon Perspective)<input type="checkbox"/> Quiz: Rica chapter 14

Week 11

Tues	<u>Mormonism</u>
Nov 13	<ul style="list-style-type: none"><input type="checkbox"/> Short paper #4: Visit the website “The Prophetic Years,” (http://www.thepropheticyears.com/wordpress/) a fundamentalist Christian blog that regularly condemns religions such as Islam and Mormonism. (For now, we will take a look at his anti-Mormon sentiment.) <p>Locate the search bar right side of page and search the word “Mormon” in his blog. Then read through several of his anti-Mormon blogposts. After examining this site, write a one-page (250 word) paper in which you compare anti-Mormon hostility to hostility of other religions we have studied this semester. How do the arguments in this blog compare to anti-Semitic or anti-Catholic sentiments we studied earlier in this semester? Your paper should be posted to Short Paper #4 dropbox on our D2L site.</p>
Thurs	<u>Hinduism</u>
Nov 15	<ul style="list-style-type: none"><input type="checkbox"/> Read: RICA, chap 18 (A New Pluralism Comes to America)<input type="checkbox"/> Read: Daggett, “The Heathen Invasion of America” [coursepack]<input type="checkbox"/> Quiz: Rica chapter 18

Week 12

Tues	<u>Hindus in America</u>
Nov 20	<ul style="list-style-type: none"><input type="checkbox"/> Read: “Prema Kurien Explains Hindus’ Adjustments to American Life” [coursepack]<input type="checkbox"/> Read: “Chief Justice William Rehnquist, The Krishna Religion (1992)” [coursepack]<input type="checkbox"/> Read: “Sikh Kirpans in Public Schools” [coursepack]<input type="checkbox"/> Complete: Quiz, American Hinduism

Thanksgiving Recess Begins Nov 21 (6 PM)

Classes Resume Nov 26

Week 13

Tues	<u>American Buddhism</u>
Nov 27	<input type="checkbox"/> Read: Duncan Ryūken Williams, “From Pearl Harbor to 9/11” [coursepack] <input type="checkbox"/> Read: Tom Tweed’s “Who is a Buddhist? Nightstand Buddhists and Other Creatures” [coursepack]
Thurs	<u>Muslims in America</u>
Nov 29	<input type="checkbox"/> Read: Esposito, “Islam in the World and in America” [coursepack] <input type="checkbox"/> Quiz: Islam and America

Week 14

Tues	<u>Islam and American Islamophobia</u>
Dec 4	<input type="checkbox"/> Short paper #5: After reading about the experience of Hindu and Buddhist immigrants to America, write a two-page paper (500 words) that answers the following questions. How similar was the experience of Hindu and Buddhist immigrants to other religions we studied this semester? Your paper should be posted to Short Paper #5 dropbox on our D2L site.
Thurs	<u>Muslims in America</u>
Dec 6	<input type="checkbox"/> Read: “Kambiz GhaneaBassiri Explains Muslims Mixed Feelings About American Culture” [coursepack] <input type="checkbox"/> Read: “Richard Wormser Describes Pressures on Muslim Teenagers in American High Schools, 1994” [coursepack] <input type="checkbox"/>

Week 15

Tues	<u>Religious Pluralism</u>
Dec 11	<input type="checkbox"/> Read: RICA, chap 19 (Is America a Christian Nation?) Choose one paper topic below. <input type="checkbox"/> Short paper #6a: After reading and watching about the experience of Muslim immigrants to America, write a two-page paper (500 words) that answers the following

	<p>questions. How similar was the experience of Muslim immigrants to other religions we studied this semester? Your paper should be posted to Short Paper #6 dropbox on our D2L site.</p> <p><input type="checkbox"/> Short paper #6b: Visit the website “Jihad Watch,” (https://www.jihadwatch.org/) one of the most prominent anti-Muslim websites today. Scroll through the blog and read several articles specifically about Islam in America. Afterward, write a paper in which you compare anti-Muslim arguments to the arguments we have read about other religions we have studied this semester. How does Islamophobia compare to anti-Mormonism, anti-Semitism, or anti-Catholicism? Your paper will be assessed based on the rubric posted on D2L. Your paper should be posted to Short Paper #6 dropbox on our D2L site.</p>
<p>Thurs Dec 13</p>	<p><u>Conclusions</u></p> <p><input type="checkbox"/> There and Back Again</p>