CHIS 660
HISTORY OF RELIGION IN AMERICA
Fall 2012
Pacific Union
Trevor O’Reggio
CHIS 660
HISTORY OF RELIGION IN AMERICA
FALL 2012

GENERAL CLASS INFORMATION

Class acronym: CHIS 660
Class name: History of Religion in America
Semester & year: November 11-15, 2012
Class location: Southeastern California Conference Office, Riverside, CA
Class time/day: Sunday 7pm-9pm, Monday-Thursday 8am-5pm
Credits offered: 2-3 credits

INSTRUCTOR CONTACT DETAILS

Instructor: Trevor O’Reggio
Telephone: 269-471-3572
Email: toreggio@andrews.edu
Office location: Seminary N328
Office hours: By appointment

BULLETIN CLASS DISCRIPTION

The development of religion in America from the colonial times to the present. Emphasis is on the role of religion in American culture and on such issues as revivalism, the social concerns of the churches and the evolution of major denominational families.
CLASS OBJECTIVES

Knowledge- upon successful completion of this course the student will:

- Trace the development of major Christian traditions in American history
- Know how race and culture has shaped the religious landscape of America life.
- Examine the historical context out of which several unique American religious traditions have emerged.
- Know the major religious turning points in American history

Skills- upon successful completion of this course the student will:

- Understand and critique selected primary source material pertaining to religious history in America.
- Research, evaluate and analyze major religious issues in American history

Attitudes, Values and Commitments- upon successful completion of this course the student will:

- Develop an appreciation for the religious diversity of American society.
- Develop a sensitivity to the religious traditions outside of your own.
- Value the contributions that religions have made towards the establishment of the American nation.

HOW MUCH TOTAL TIME INVESTMENT FOR THIS CLASS?

Advanced theological education is no ‘cake-walk’, nor is it intended to ‘wear out the saints’. Designed to immerse the learner in deep theological study and introspective reflection, seminary course expectation is to challenge the student by examining his/her own premises against the study, research and inspiration of biblical scholarship.

This will take intentionality and time on your part. Course load is guided by the expectation that students will spend a total of 45 hours of course exposure to earn 1 hour of academic credit. That translates into 90 hours invested for a 2-credit class, and 135 hours for a 3-credit course. Students are advised to spend their time accordingly to meet course requirements and deadlines.

Following is a rule of thumb to help guide your reading, research, and writing for Seminary courses:

- Average reading speed 15-20 pages/hr.
- Average writing speed 3 hr./page
- Exam preparation 4-8 hours

Based on these averages, requirements for this class will take the average student the following:

- Required reading (books - 816) 54 hrs.
- 4-page reading reflection 12 hrs.
- 2-page report on church visit 6 hrs.
- Exam preparation 4 hrs.
- 12-page research paper 36 hrs.
- Hours in class 30 hrs.

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Total Hours for class 142

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TEXTBOOKS, RECOMMENDED READINGS AND CLASS BIBLIOGRAPHY

Required: (on reserve at James White Library)


Recommended: (on reserve at James White Library)


Class Bibliography:


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SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY


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### GRADING CRITERIA AND COURSE ASSESSMENT ITEMS

#### Criteria for Grades
(See Criteria for each grade listed in the *Criteria for Assessment Guidelines* which is attached as Appendix 1 of this document, p 13.)

<table>
<thead>
<tr>
<th>Grade</th>
<th>95-100</th>
<th>80-84</th>
<th>65-69</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>90-64</td>
<td>75-79</td>
<td>60-64</td>
</tr>
<tr>
<td>B+</td>
<td>85-89</td>
<td>70-74</td>
<td>50-59</td>
</tr>
<tr>
<td>F</td>
<td>50 and below</td>
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</tbody>
</table>

#### Assessment Submission
All work must be submitted in hard copies.

#### Late Submission
All late assessment will incur a 10% per day penalty.

### Course Requirements

#### Pre-intensive
1. Students are expected to read all three required text books.
2. Write a two-page reflection/critique on EACH of the two text books. The critique should address new thoughts, insights, and ideas that you acquired from the reading. **These are DUE on the FIRST day of class, Nov. 11.**

3. Visit another church during their worship hour. Write a brief two page paper on the experience.

**During the intensive**

1. Attend all lectures sessions. Be on time.
2. Participate in all discussions and activities
3. Take a final examination at the end of class
4. Read the source book.

**Post-intensive**

1. Write a 12 - 15 research paper on any topic having to do with religion in America.

**Evaluation**

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Research paper</td>
<td>100</td>
</tr>
<tr>
<td>2. Final exam</td>
<td>100</td>
</tr>
<tr>
<td>3. Reading</td>
<td>50</td>
</tr>
<tr>
<td>4. Church visit</td>
<td>50</td>
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</tbody>
</table>

**Total** 300 points

1. **Demonstrates advanced understanding of Christian history and historical theology**
   a. Demonstrates undertaking of the development of Christian traditions in American history
   b. Know how race and culture has shaped the religious landscape of America.
   c. Understand the historical context for the emergence of unique American religious traditions.
   d. Know major religious turning points in American history

2. **Demonstrates advanced understanding of American religious history and theology**
   i. Embrace multicultural community as the context for learning, worship and service
   ii. Develop an appreciation for the religious diversity of American society
   iii. Develop sensitivity to other religious traditions outside of your own.

**IMPORTANT DUE DATES:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reading reports due</td>
<td>Sunday November 11</td>
</tr>
<tr>
<td>2. Church visit report due</td>
<td>Sunday November 11</td>
</tr>
<tr>
<td>3. Final exam</td>
<td>Take home.</td>
</tr>
</tbody>
</table>
CLASS POLICIES

Classroom Seating
To facilitate the instructor in learning each student’s name, please select a permanent seat (for at least the first half of the semester) in the classroom.

Disability Accommodations
“If you qualify for accommodations under the American Disabilities Act, please see the instructor as soon as possible for referral and assistance in arranging such accommodations” (See 2011-2012 AU bulletin).

Late Submission of Assessment
All late assessment will incur a 10% per day penalty.

Other Policies
ABSOLUTELY no food or drink is allowed in the classroom.
There are NO makeup quizzes.
ALL assignments are expected to be turned in ON TIME. Only in true emergency cases will exceptions be made.
Please see the AU academic calendar for the withdraw and add/drop dates for classes.

Examinations
“Credit is not granted in courses unless the required examinations are completed by the student. Students are expected to follow the published examination schedule. In cases where the schedule requires a student to complete four exams in one day, arrangements may be made with the dean to complete one of the examinations at another time.”

Andrews University Bulletin 2010, page 29

Class Attendance
“Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. Whenever the number of absences exceeds 10% of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.”

Andrews University Bulletin 2010, page 29-30

Excused Absence
“Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly to the dean’s office. Excused absences do not remove the student’s responsibility to complete all requirements of a course. Class work is made up by permission of the teacher.”

Andrews University Bulletin 2010, page 30

Teacher Tardiness
“Teachers have the responsibility of getting to class on time. If a teacher is detained and will be late, the teacher must send a message to the class with directions. If after 10 minutes no message has been received, students may leave without
Academic Integrity
Andrews University takes seriously all acts of academic dishonesty. Academic dishonesty includes (but is not limited to) falsifying official documents; plagiarizing; misusing copyrighted material; violating licensing agreements; using media from any source to mislead, deceive or defraud; presenting another’s work as one’s own; using materials during a quiz or examination other than those specifically allowed; stealing, accepting or studying from stolen examination materials; copying from another student; or falsifying attendance records. For more details see the Andrews University Bulletin 2010, page 30.

“Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university.”

Success Nuggets
1. Be on time.
2. Come to class prepared; read the assigned chapter.
3. Pay attention in the classroom and take good notes.
4. Be alert during lectures, asking questions for understanding and clarification.
5. Turn in all assigned work on due dates, NO excuses.
6. Come to class with a positive attitude and a teachable spirit.
7. Avoid absences like the plague.
8. If you are having difficulties in class, please contact me.

Quotation
“However dogs may bark at me and pigs grunt, I shall always imitate the writings of the ancients: These shall be my study, now while my strength lasts, shall the sun find me idle. We are like dwarfs on the shoulder of giants, by whose grace we see farther than they. Our study of the works of the ancients enables us to give fresh life to other fine ideas and reserve them from times’ oblivion and man’s neglect.” By Peter of Blois writing in the late twelfth century.
<table>
<thead>
<tr>
<th>Class Topic</th>
<th>Source book readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-European America</td>
<td></td>
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<tr>
<td>Native America Society &amp; Religion</td>
<td></td>
</tr>
<tr>
<td>European and Native American Encounter</td>
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</tr>
<tr>
<td>Introduction and chapter 1</td>
<td>Reasons for Removal: The Puritans The Mayflower Compact</td>
</tr>
<tr>
<td>Old Traditions in New Context</td>
<td></td>
</tr>
<tr>
<td>The Great Migration</td>
<td></td>
</tr>
<tr>
<td>Chapters 2-6</td>
<td>Rhode Island &amp; Baptists; Ann Hutchinson &amp; Mary Dyers; Quakers</td>
</tr>
<tr>
<td>Puritanism in America</td>
<td></td>
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<tr>
<td>The Great Awakening</td>
<td>George Whitfield and Jonathan Edwards Deism</td>
</tr>
<tr>
<td>Religion and Revolution</td>
<td></td>
</tr>
<tr>
<td>Chapters 7 and 9</td>
<td>Revivalism: C. G. Finney/Methodism-Black</td>
</tr>
<tr>
<td>Revivalism and Benevolence</td>
<td></td>
</tr>
<tr>
<td>Resurgent Church Traditions</td>
<td></td>
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<tr>
<td>Transcendentalism</td>
<td></td>
</tr>
<tr>
<td>Chapters 8, 12, 13</td>
<td>Joseph recounds first vision/Spiritualism</td>
</tr>
<tr>
<td>Radical Tendencies</td>
<td>Daniel Payne/Sojourner Truth/White</td>
</tr>
<tr>
<td>The Religion of the Slave</td>
<td>Abolitionists/F. Douglas</td>
</tr>
<tr>
<td>The Religion of the Lost</td>
<td>Samuel Howe/Holding of Slave not Sin/Emancipation Celebrated</td>
</tr>
<tr>
<td>Chapter 11</td>
<td>Theological Reflection</td>
</tr>
<tr>
<td>Catholicism in the Nineteenth Century</td>
<td>Walter Rauschenbusch-Redeeming the Land/Klansman Americanism</td>
</tr>
<tr>
<td>The Christocentric Liberal</td>
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<tr>
<td>The Social Gospel</td>
<td></td>
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<tr>
<td>Chapter 14</td>
<td>Neo-Orthodoxy: Richard Niebhir/Paul Tillich</td>
</tr>
<tr>
<td>The Fundamentalist Controversy</td>
<td></td>
</tr>
<tr>
<td>Neo-Orthodoxy</td>
<td></td>
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<tr>
<td>Chapter 19</td>
<td>The Faith of Modernism</td>
</tr>
<tr>
<td>The Church in Decline</td>
<td>Civil Rights and the Churches</td>
</tr>
<tr>
<td>Martin Luther King, Jr.</td>
<td></td>
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<tr>
<td>A Black Theology of Liberation</td>
<td></td>
</tr>
<tr>
<td>Chapters 19, 20</td>
<td>Sexism and God Talk: Toward a Feminist Theology, 509</td>
</tr>
<tr>
<td>Feminist Theology</td>
<td>Dominion Theology</td>
</tr>
<tr>
<td>The Religious Right: The Moral Majority and the Christian Coalition</td>
<td>Jerry Falwell/Listen America, 443.</td>
</tr>
<tr>
<td>The Future Direction of American Religious Life</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 1

EXAMPLE CRITERIA FOR ASSESSMENT GUIDELINES

THE B GRADE

We start with the B grade for a very specific reason. It is because a B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is an excellent grade and demonstrates a high level of knowledge, insight, critique competence and professional written presentation standards essential for an individual wishing to pursue a career as a professional pastor.

THE A GRADE

An A grade is only given when a student not only fulfils the criteria stipulated above for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

THE C GRADE

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and applying feedback from your lecturer, the academic process can provide a perfect opportunity for a student to improve their consistency, and hence, their grade.

THE D GRADE

The D grade exhibits a limited level of knowledge, insight and critique and poor written presentation standards. This may be because of a lack of time management on the part of the student, they may have difficulty grasping the concepts being taught, English may be their second language, or they may be experiencing a personal issue that is affecting their concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling centre, the academic process can provide an opportunity for a student to significantly improve their performance.

FAIL

The Fail grade is given when very limited or no demonstratable competency has been observed.
EXTRA CURRICULAR ACTIVITIES

- You cannot be graded on the type of paper you could have turned in if you had had more time.
- You cannot be graded or given credit in this class on extra-curricular activities you may be involved in.
- It is unreasonable to expect a better grade because you are a nice person or are friends with the lecturer.
- It is unreasonable to demand a good grade because you believe you have been called by God, and thus, should automatically be given good grades despite poor performance.

Your assessments have been specifically designed to measure and provide evidence of your competency with relation to the subject matter. This is to meet University accreditation standards. Thus, you will only be graded on the content of the assessments you submit. If it is not in your assessments, your lecturer will not have adequate evidence of your competency and will have to grade you accordingly.

PLAGIARISM

Replicating writing, cutting and pasting or moderately paraphrasing text from publications, internet sources, books, friends papers or publications, family members papers or publications, ghost writers papers or publications with the intent of passing it off as your own work, is strictly prohibited and unacceptable. Students found to be plagiarizing the work of others will receive an immediate Failing grade. Your actions will be reported to the University and your sponsor (if sponsored). You may even face expulsion from the University. Your lecturer will randomly sample sentences, phrases and paragraphs from your paper and compare them with papers from past students and with content on the internet. Your lecturer is also familiar with a lot of the publications and sources you will be using for your assessment and will also be able to identify any potential plagiarism.

LANGUAGE AND GRAMMAR

There is an expectation that a person who holds a Master’s qualification will have advanced written language skills, particularly in the language in which their Masters was taught. Thus, no special consideration will be given to students who speak English as a second language or native-English speakers who struggle with written English. Such students are advised to seek the assistance of the campus writing lab or seek the services of a professional academic editor prior to the submission of their assessment.

Students are encouraged to have someone else read their assessments aloud to them prior to submission. This practice will provide you with immediate feedback as to how your written assessments sounds/reads to another person. You may even want to have a friend or a professional academic editor look over your assessments to identify any typing, spelling or punctuation errors too.
# Example Criteria for Assessment

<table>
<thead>
<tr>
<th>Elements</th>
<th>A Range</th>
<th>B Range</th>
<th>C Range</th>
<th>D Range</th>
<th>F – Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title and Paper Presentation</td>
<td>The title is creative, succinct, one that also hints at the scope, method and argument of the paper. The appearance and word-processing of the document is of a high professional standard.</td>
<td>The title is succinct and hints at the scope, method and argument of the paper. The appearance and word-processing of the document is of a high professional standard.</td>
<td>Contains elements of the topic, scope and purpose of the paper. The appearance and word-processing of the document is adequately presented, but lacks a professional standard.</td>
<td>Describes little about the content. The appearance and word-processing in the document is poor.</td>
<td>Does not describe the content. The appearance of the word-processing in the document is very poor and demonstrates a lack of commitment to the professional standards required of Masters recipients.</td>
</tr>
<tr>
<td>Introduction and Thesis</td>
<td>Presents the topic and purpose of the paper very clearly and succinctly. It is objective and demonstrates a high level of critical scholarship.</td>
<td>Presents the topic and purpose of the paper clearly and succinctly. It is objective and demonstrates critical scholarship.</td>
<td>The topic and purpose lacks some clarity. It tends to be overly wordy. Critical scholarship is lacking in some places.</td>
<td>The topic and purpose has limited clarity. It is not easily apparent what this paper is about. Critical scholarship is lacking in some places.</td>
<td>The topic is not clearly described nor is the purpose of the paper expressed. Critical scholarship is nonexistent.</td>
</tr>
<tr>
<td>Development</td>
<td>Your thesis is succinct, insightful, sophisticated, even exciting. It demonstrates independent insight and comprehensive reading and research of the topic. All ideas in the paper flow logically; your argument is identifiable, reasonable, and sound. You have excellent transitions. Your paragraphs have solid topics and each sentence clearly relates to that topic.</td>
<td>Your thesis is clear, insightful and demonstrates extensive reading and research of the topic. All ideas in the paper flow logically. Your argument is identifiable, reasonable, and sound. You have very good transitions. Your paragraphs have solid topics and each sentence clearly relates to that topic.</td>
<td>Your thesis is unclear at times, your references to scholarly literature is limited or, are irrelevant. Not all ideas in the paper flow logically. Your argument is difficult to identify at times. Your transitions require improvement. Your paragraphs have topics but often deviate from them.</td>
<td>Your thesis is frequently unclear, your references to scholarly literature is very limited or, is irrelevant. Ideas in the paper flow illogically. Your argument is very difficult to identify at times. Your transitions require significant improvement. Paragraphs do not stay on topic.</td>
<td>Your thesis is unclear, your references to scholarly literature is nonexistent or is irrelevant. Ideas in the paper flow illogically. Your argument cannot be identified. Your transitions require significant improvement. Paragraphs do not stay on topic.</td>
</tr>
<tr>
<td>Analysis</td>
<td>Supports every point with examples from a wide range of academic literature. Quoted material is expertly integrated into the body of your work. Your analysis suggests new ways to perceive the material or identifies gaps or shortcomings in the literature.</td>
<td>Supports every point with examples from a wide range of academic literature. Quoted material is well integrated into the body of work.</td>
<td>Does not support every point with examples from academic literature. Uses only old or out of date sources. Quoted material is sometimes irrelevant or poorly integrated into the body of work.</td>
<td>Does not support any point with examples from academic literature. Uses only non-scholarly sources or old, out of date sources. Quoted material is often irrelevant or poorly integrated into the body of work.</td>
<td></td>
</tr>
<tr>
<td>Communication and Language</td>
<td>Is very interesting, thought provoking and exciting to read. Uses language appropriately and articulately. No more than one spelling, grammatical or style mistake per page.</td>
<td>Is interesting and holds the reader’s attention. Uses language appropriately and articulately. No more than two spelling, grammatical or style mistakes per page.</td>
<td>Paper is generally well written, but sometimes lacks purpose or relevance to the topic. Has up to four spelling, grammatical and style mistakes on every page.</td>
<td>Paper is generally well written, but often lacks purpose or relevance to the topic. Reader is easily distracted. Has up to 10 spelling, grammatical and style mistakes on every page.</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td>Your conclusion is succinct and very persuasive. It is strongly evidence based, and your inference very sound.</td>
<td>Your conclusion is persuasive. It is evidence based and your inference is sound.</td>
<td>Your conclusion may have some merit but some of your evidence is weak or inference is questionable.</td>
<td>Your conclusion is not very persuasive. Your evidence is very weak and your inference very questionable.</td>
<td></td>
</tr>
<tr>
<td>Referencing/Bibliography</td>
<td>Perfectly adheres to SBL Style or Andrews University Standards for Written work. No mistakes are permitted.</td>
<td>Adheres to SBL Style or Andrews University Standards for Written work. No more than three mistakes permitted.</td>
<td>Often adheres to SBL Style or Andrews University Standards for Written work. No more than 7 mistakes permitted.</td>
<td>Seldom adheres to SBL Style or Andrews University Standards for Written work. No more than 10 mistakes permitted.</td>
<td></td>
</tr>
</tbody>
</table>

**DOCUMENTS USED TO SOURCE CRITERIA:**
- Nancy Langston and Steve Kantrowitz from the University of Wisconsin “Writing Across the Curriculum”. [http://mendota.english.wisc.edu/~WAC/page.jsp?id=101&c_type=article&c_id=4](http://mendota.english.wisc.edu/~WAC/page.jsp?id=101&c_type=article&c_id=4)
- Chris Mayda from the Eastern Michigan University, “Grading Criteria”. [http://www.emich.edu/public.geo/geo/Mayda/gradecriteria.htm](http://www.emich.edu/public.geo/geo/Mayda/gradecriteria.htm)