



HISTORY 497.01E: RELIGION IN EARLY AMERICA
COURSE SYLLABUS: SPRING 2020



Interior of the Old South Meetinghouse, Boston, Massachusetts (1729)

Instructor: Professor John Howard Smith
Class Time / Location: Mon., Wed., Fri., 10:00-10:50 a.m. / Ferguson Social Sciences 313
Office Location: Ferguson Social Sciences 117
Office Hours: Mon., Wed., & Fri., 3:00-5:00 p.m., or by appointment
University Email Address: John.Smith@tamuc.edu

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| COURSE INFORMATION |
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Materials – Textbooks, Readings, Supplementary Readings:*Textbooks Required:*

- Jon Butler, *Awash in a Sea of Faith: Christianizing the American People*. Cambridge, Mass.: Harvard University Press, 1990. ISBN10 0-674-05601-9
- Edwin S. Gaustad and Mark A. Noll, eds., *A Documentary History of Religion in America*, 3rd ed. Grand Rapids: William B. Eerdmans, 2003. ISBN10 0-8028-2229-0
- Nathan O. Hatch, *The Democratization of American Christianity*. New Haven: Yale University Press, 1989. ISBN10 0-300-05060-7
- Albert J. Raboteau, *Slave Religion: The “Invisible Institution” in the Antebellum South*, rev. ed. New York: Oxford University Press, 2004. ISBN10 0-19-517412-7
- John Howard Smith, *The First Great Awakening: Redefining Religion in British America, 1725-1775*. Madison, N.J.: Fairleigh Dickinson University Press, 2015. ISBN13 978-1-61147-716-0

Course Description:

This course surveys the development of religion in North America from the Precontact Period to the eve of the American Civil War, with an emphasis on the transplantation and evolution of European Christianity. Topics covered include American Indian and African religions as they developed in contact with missionizing Christianity in the colonial and early national contexts, the influence of Protestantism on American identity, the religious justifications for slavery, issues pertaining to religious tolerance and the separation of church and state under the constitution, the First and Second Great Awakenings, nineteenth-century reform movements, and the role of religion in warfare from the Pequot War through the Mexican War. Emphasis will be placed on the tension between established churches and “dissident” denominations and sects, the religious experience of African Americans, and how American Indian religions changed as a result of Christian missionary efforts and the impact of colonialism.

Student Learning Outcome:

Students will understand how Christianity shaped the foundations of American culture and society from the colonial through the early national U.S. periods.

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| COURSE REQUIREMENTS |
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Instructional / Methods / Activities Assessments

This course consists of a series of activities and assessments to assist students in achieving the outcomes/objectives for the course and instructional units/modules. Each week students will work on various combinations of readings, discussions, and research.

Participation: (100 pts., 30% of course grade)

Student Learning Outcome: Students will understand how Christianity shaped the foundations of American culture and society from the colonial through the early national U.S. periods.

Participation in class discussions is intended to allow students to talk about issues pertaining to the topics at hand concerning various aspects of early American history, and will serve to inform the Instructor about how well students are absorbing course content. They will also allow students to learn and refine skills in scholarly debating, as they will be required to answer questions posed by the Instructor and by their classmates in coherent and insightful ways.

Readings Quizzes: (100 pts., 30% of course grade)

Student Learning Outcomes: Students will understand how Christianity shaped the foundations of American culture and society from the colonial through the early national U.S. periods.

The readings quizzes are designed to test students' comprehension of the readings for each particular day a quiz is administered, testing the depth of their knowledge of the topic(s) at hand and their analytical skills. Administration will be random, and each quiz will take up no more than 10 minutes of class time at the beginning of each class period. Grading will be on a 0-10 point scale for each quiz, with a running average maintained through the semester.

Research Paper: (100 pts., 40% of course grade)

Student Learning Outcome: Students will understand how Christianity shaped the foundations of American culture and society from the colonial through the early national U.S. periods.

Students will receive—through blind selection—a broad topical area from which a specific research paper topic will be derived in consultation with the Instructor and presented in a 13-page minimum length essay. The research paper is designed to allow the student to explore in greater depth and detail a particular aspect of American religious history through the use of the course texts and substantial consultation of outside sources in the form of scholarly books and articles. Students currently enrolled in History 253 will gain further instruction in the art of researching and writing academic essays, while students who had History 253 in the past will further refine and enhance those skills. See below for further details.

Grading

Grading will be calculated using a standard 10-point scale, with course elements weighted accordingly:

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| 90-100 | A |
| 80-89 | B |
| 70-79 | C |
| 60-69 | D |
| 0-59 | F |

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| Attendance and Participation (100 pts.) | 30% |
| Readings Quizzes (100 pts.) | 30% |
| Research Paper (100 pts.) | 40% |

TECHNOLOGY REQUIREMENTS

To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.

You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:

- 512 MB of RAM, 1 GB or more preferred
- Broadband connection required courses are heavily video intensive
- Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
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You must have a:

- Sound card, which is usually integrated into your desktop or laptop computer
- Speakers or headphones.
- *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
<http://www.java.com/en/download/manual.jsp>

Current anti-virus software must be installed and kept up to date.

Run a browser check through the Pearson Learning Studio Technical Requirements website.
[Browser Check](http://help.D2L/Brightspace.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browsset) http://help.D2L/Brightspace.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browsset.

Running the browser check will ensure your internet browser is supported.

- Pop-ups are allowed.
- JavaScript is enabled.
- Cookies are enabled.

You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software, if you do not already have them:

- [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
- [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later) <https://get.adobe.com/flashplayer/>
- [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
- [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>

At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

For additional information about system requirements, please see: [System Requirements for LearningStudio](https://secure.D2L/Brightspace.com/tamuc/index.learn?action=technical) <https://secure.D2L/Brightspace.com/tamuc/index.learn?action=technical>.

ACCESS AND NAVIGATION

This course will be facilitated using D2L/Brightspace, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamuc.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

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| COMMUNICATION AND SUPPORT |
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Interaction with Instructor Statement:

Office hours are given at the top of this syllabus, and are posted outside of my door. Arrangements can be made if a student cannot meet with me during regular office hours for consultations. Email is the most reliable method of reaching me outside of my office. Expect a reply within 24 to 36 hours, and replies will only be sent to students' LeoMail accounts. **Do not email me from your personal email account.**

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| COURSE AND UNIVERSITY PROCEDURES/POLICIES |
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Academic Honesty

It is the policy of the University, the History Department, and the instructor that no form of plagiarism or cheating will be tolerated. Plagiarism is defined as the deliberate use of another's work and claiming it as one's own. This means ideas as well as text, whether paraphrased or presented verbatim (word-for-word). You are neither required nor expected to come up with original ideas about, or new interpretations of, early America. It is more important for students to understand why events unfolded in the ways they did, as well as what other scholars have said and written about them, so use proper citation in papers where appropriate. **However, anyone caught cheating or plagiarizing will automatically fail the assignment in question, may summarily fail the course, and could be subject to disciplinary action by the University.** There is an easy way to avoid such a dire fate: take pride in your work, and please take full advantage of the instructor's abundant willingness to help you at every opportunity.

Likewise, no element of the course grade is negotiable or optional, meaning that failure to take the final exam or to submit the research paper in the absence of compelling, documented circumstances **will result in automatic failure of the course.** *The instructor's evaluative judgment of student work is final, and will not be subject to revision except in cases of mathematical error.* **Grades are non-negotiable.**

Class Decorum

All students must show respect toward the Instructor and the Instructor's syllabus, presentations, assignments, and point of view. Students should also respect each others' differences. Disruptive behavior will not be tolerated. If the Instructor determines that a student is not being respectful toward other students or the Instructor, or is otherwise behaving in a disruptive manner, it is the Instructor's prerogative to remove the student from the class either temporarily or permanently, as the case requires.

Chronic tardiness to class will not be tolerated, and neither will be a casual coming and going from the classroom. Please turn off all electronic devices such as laptop or notebook computers, cell phones, iPods, etc., etc. Food is not permitted in the classroom, though beverages are permitted. Eat breakfast on your own time! Noncompliance will result in deductions from the final grade to be determined at the Instructor's discretion. Failure to comply with any of the Instructor's policies will result in immediate deregistration from the course.

"Campus Carry" Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code 46.035 and Texas A&M University-Commerce Rule 34.06.02.R1, license holders may not

carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer. Pursuant to Penal Code 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

A Note on Religious History

Please keep in mind that as a course on the history of religion, controversial subjects will undoubtedly arise. There are two important features about striking the right tone and attitude in discussing religious history: 1) other students around you may hold a belief system directly related to or descended from the groups and systems under discussion at any given juncture (not to mention different from yours), so please be respectful, and 2) historical analysis or interpretations of religion in the past do not necessarily reflect upon their present-day status or ultimate meaning. ***This course is taught from a secularist, external viewpoint and will not advance any doctrine or theology at the expense of others.*** I will work hard to keep lectures and discussions open and collegial, and if you have any questions or concerns, please see me.

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu
[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

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| COURSE OUTLINE / CALENDAR |
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Jan. 13 Introductions

Butler, "Introduction"

Jan. 15-17 The American and European Religious Landscapes

Jan. 15: "The Land Looks after Us"

Gaustad/Noll, chap. 1 (pp. 1-3 ["Natural Religion"], 9-23)

Jan. 17: The Protestant Reformation

Butler, chap. 1

Jan. 20-24 Iberian Colonization and Christianization, 1500s-1700s**Jan. 20: MLK Day (No Class)**

Jan. 22: Christianity as a Tool of Conquest and Colonization

Gaustad/Noll, chap. 1 (pp. 3-4 ["New Spain"], 24-33)

Jan. 24: Indian Responses

"Pueblo Revolt" handout

Jan. 27-31 French Colonization and Christianization, 1600-1750

Jan. 27: Becoming "Men of Sense"

Gaustad/Noll, chap. 1 (pp. 4-5 ["New France"], 34-42)

Jan. 29: *Black Robe*, Part I

Jan. 31: *Black Robe*, Part II

Feb. 3-7 Anglo-Dutch Colonization, 1607-1640

Feb. 3: Virginia, New Netherland, and Maryland

Gaustad/Noll, chap. 1 (pp. 6-8 ["England Anew"], 43-62, 72-76)

Feb. 5: Calvinism

"Calvinism" handout

Feb. 7: Puritanism, Separatism, and a New England

Gaustad/Noll, chap. 1 (pp. 63-69)

Feb. 10-14 New England Puritanism, 1620-1660

Feb. 10: The New England Way

Edmund S. Morgan, *Visible Saints*, chap. 3 (handout)

Feb. 12: Insiders and Outsiders

Gaustad/Noll, chap. 1 (pp. 69-72, 77-79)

Feb. 14: The Antinomian Crisis

Gaustad/Noll, chap. 1 (pp. 96-99)

Feb. 17-21 Dissent and “Decline” in New England, 1660-1700

Feb. 17: The Halfway Covenant
Butler, chap. 2; “Congregationalism in Crisis” handout

Feb. 19: The First and Second Indian Wars
Gaustad/Noll, chap. 2 (p. 83-85, 155-158)

Feb. 21: “God’s Controversy with New England”
Butler, chap. 3; Gaustad/Noll, chap. 2 (pp. 99-104)
Paper Proposals Due

Feb. 24-28 Early Eighteenth-Century Religious Pluralism in the British Colonies

Feb. 24: The Anglo-American Religious Landscape
Gaustad/Noll, chap. 2 (pp. 80-83, 86-88 106-136, 158-159); Smith, Introduction and chap. 1

Feb. 26: “Looseness, Irreligion, and Atheism”
Butler, chaps. 4-5; Smith, chap. 2

Feb. 28: Religion and Slavery
Raboteau, chaps. 1-2; Gaustad/Noll, chap. 2 (pp. 149-154)

Mar. 2-6 The First Great Awakening

Mar. 2: Revivalism and Separatism
Butler, chap. 6; Raboteau, chap. 3 (pp. 96-128 [stop at “egalitarian implications within Christianity.”]); Smith, chaps. 3-4

Mar. 4: “The Late Revival of Religion”
Smith, chaps. 5-6; Gaustad/Noll, chap. 2 (pp. 160-165, 183-190)

Mar. 6: “Unhappy Contentment”
Smith, chaps. 7-8; Gaustad/Noll, chap. 2 (pp. 165-171)
Paper Thesis Statements Due

Mar. 9-13 Spring Break**Mar. 16-20 “Slave Religion” in the Colonial Period**

Mar. 16: The African Religious Diaspora
Raboteau, chaps. 1-2

Mar. 18: Christianization
Raboteau, chap. 3 (to p. 128)

Mar. 20: The African-American Awakening
Smith, chap. 9; Raboteau, chap. 3 (remainder)

Mar. 23-27 Religion, War with France, and the American Revolution, 1755-1783

Mar. 23: The Seven Years’ War in America as a War of Religion
Smith, chap. 10; Gaustad/Noll, chap. 2 (pp. 143-144)

Mar. 25: The Great Indian Awakening
Smith, chap. 11

Mar. 27: A Revolutionary Millennium
Butler, chap. 7; Smith, chap. 12; Gaustad/Noll, chap. 3 (pp. 200-228)

Mar. 30-Apr. 3 Christianity in the New Republic, 1783-1800

Mar. 30: Federalist Christianity
Hatch, Introduction and chaps. 1-2 (pp. 17-30); Gaustad/Noll, chap. 3 (pp. 229-251, 288-291)

Apr. 1: Universalism and Unitarianism
Gaustad/Noll, chap. 3 (pp. 252-271)

Apr. 3: The Jeffersonian Groundswell
Hatch, chap. 2 (pp. 30-34); Gaustad/Noll, chap. 3 (pp. 271-285)

Apr. 6-10 The Second Great Awakening, 1801-1840

Apr. 6: Populist Revivalism
Hatch, chaps. 2 (remainder)-4 (pp. 67-113); Gaustad/Noll, chap. 4 (pp. 319-327); Raboteau, chaps. 4-5

Apr. 8: American Indian Religious Nativism
Gaustad/Noll, chap. 5 (pp. 466-470)

Apr. 10: Democratic Christianity
Hatch, chaps. 4 (remainder)-5; Butler, chap. 8; Gaustad/Noll, chap. 4 (pp. 338-351)
Paper Rough Drafts Due for Peer Review

Apr. 13-17 Perfecting American Society, 1825-1850

Apr. 13: Disestablishment and Redefinition
Butler, chap. 9; Gaustad/Noll, chap. 4 (pp. 299-303, 352-357), chap. 5 (471-505); Hatch, chaps. 6-7

Apr. 15: Voluntarism and Reform
Gaustad/Noll, chap. 4 (pp. 304-319)

Apr. 24: Perfectionism and Millennialism
Gaustad/Noll, chap. 4 (pp. 328-337, 357-370)
Revised Rough Drafts Due for Instructor Review (submit copy to D2L dropbox)

Apr. 20-24 Change, Upheaval, and Crisis, 1830-1860

Apr. 20: Pluralism and American Identity
Gaustad/Noll, chap. 4 (pp. 371-390), chap. 5 (pp. 405-466)

Apr. 22: Schisms and Shadows
Butler, "Conclusion"; Gaustad/Noll, chap. 6 (pp. 517-543, 564-566, 568-571)

Apr. 24: Conclusions
Raboteau, chap. 6; Hatch, chap. 8 and "Redefining the Second Great Awakening"

Apr. 27-May 1 Course Summary

Apr. 27: Course Evaluations

Apr. 29: No Class Meeting (I will be available in my office for consultation)

May 1: No Class Meeting (I will be available in my office for consultation)

Final Paper Drafts Due May 6 (submit copy to D2L dropbox)**RESEARCH PAPER PARAMETERS AND POLICIES**Length of Rough Draft: 6 pp. minimum (*excluding* the bibliography).Length of Final Draft: 13-15 pp. (*excluding* the bibliography). *Stiff penalties will be enforced for papers that are 12 or fewer pages in length.*

Format for Components: 1" margins all around, full justification of text, 12 pt. Times New Roman font for main text, 10 pt. Times New Roman for footnotes. See the Style Guide for greater details concerning mechanics.

Bibliography for the Thesis Statement: No fewer than five (5) secondary sources (books and articles), and no fewer than two (2) primary sources.

Bibliography for the Rough Draft: No fewer than seven (7) secondary sources (books and articles), and no fewer than three (3) primary sources. Any of the course texts may be used—in fact, it is expected and encouraged.

Bibliography of Final Draft: No fewer than ten (10) secondary sources (books and articles), and no fewer than five (5) primary sources.

Citation of Sources: Footnotes—no MLA or APA styles allowed!

The composition and submission of the four components of the research paper (topic with working bibliography, thesis with expanded bibliography, rough and final drafts) will constitute the total grade for the paper project like so:

1. Paper Proposal with Preliminary Bibliography: 10 pts.
2. Thesis Statement with Expanded Bibliography: 20 pts.
3. Rough Draft: 30 pts.
4. Final Draft: 40 pts.

Thus the final paper grade will be the result of a cumulative process of construction. I expect all components to be submitted ON TIME, and only the most extraordinary—and **documented**—excuses will lead me to allow late submissions without penalties. That said, the following penalty scale will be used: for each business day that component #1 is late, there will be a two-point deduction, and a five-point deduction for every business day that components #2 and #3 are late. ***I will not accept a late submission of the final draft (component #4), and failure to submit any one or more components will result in a 0 for the assignment.***

Regarding the rough draft, this will be subjected to peer review, meaning that once collected, it will be redistributed to one of your classmates, whose job will be to read the draft and make whatever corrections s/he deems necessary. Two students will be paired together by the instructor, and each will read the other's draft and be required to arrange a private meeting to discuss their papers. If a student suspects that his or her partner is less than diligent in editing their paper, please bring this to the attention of the Instructor, who will set the wayward

student straight. Up to ten points will be granted to peer reviewers, added to the Rough Draft grade.

Concerning Turnitin

All students will be required to submit the rough and final drafts of their paper to an D2L/Brightspace dropbox, which will automatically run the drafts through Turnitin (www.turnitin.com), a web-based plagiarism detection program. It scours the Worldwide Web and its database of all submissions (over 135 million so far) for evidence of “lifted” material indicative of plagiarism. It generates a report that notes the percentage of material that appears in other places, and highlights all examples along with the sources from which they came.

I do not employ this service based on a prior assumption of guilt or nefariousness on the student’s part, but rather as an aid to students learning how to avoid committing overt and incidental plagiarism.