

California Lutheran University

Bachelor's Degree for Professionals

REL 334: CHRISTIANITY IN AMERICA

California Lutheran University

Woodland Hills

Tuesday 6:00p – 9:30p

Fall 2015

Prerequisite: None

4 Credits

INSTRUCTOR

Rv. Rustin Comer MA, MTS, ABD

Office Hours: Tuesday 4p – 5p

Mobile: 818 429 7241

Email: rcomer@callutheran.edu

DROP DATES

Monday, : September 14th

Last day to add; last day to drop (without a "W")

Last day to drop without financial penalty (100% tuition charge for classes dropped after this date

Monday, : October 12th

Last day to withdraw without academic penalty;

Last day to remove incompletes from Summer term

COURSE DESCRIPTION

This course will trace the historical development of Christianity in America from its early encounter with Native American religions to its contemporary encounter with other global religions. Beginning with Spanish, French and English colonial empires, emphasis will be placed on the arrival of diverse religious refugees, the rise of uniquely American religious groups and the relation of Christianity to various socio-political movements and to the diversity of persons and cultures represented in American public life today.

LEARNING OBJECTIVES

At the conclusion of this course, participants should be able to:

1. Present a broad survey of the history of Christianity in the United States.
2. Be Acquainted with the contributions of the Christian tradition to American culture and the effects of American culture on Christian faith and practice.
3. Assess the role and importance of traditionally marginalized peoples and religious traditions in American Christianity.
4. Increase analytical and critical skills with primary and secondary sources and the ability to express those skills verbally and in writing.
5. Understand the relevance of historical debates regarding God, nature and society to current religious, social and political issues.

COURSE REQUIREMENTS

TEXTS:

- Mark A. Noll, History of Christianity in the United States and Canada.
- Robert Mathisen, The Role of Religion in American Life.

BLACKBOARD:

Other required readings will be available through the course's **Blackboard** page. If you are having difficulty accessing **Blackboard** or utilizing any of its components please speak to the instructor immediately.

EMAIL:

All participants must have a valid email address that he/she checks regularly. This will be the primary method of communication outside of class.

For assistance with Blackboard, email, or Web Advisor, please contact the help desk at (805) 493-3698 or helpdesk@callutheran.edu. For Blackboard tutorials, please go to the following link: <http://ondemand.blackboard.com/students.htm>.

GENERAL REQUIREMENTS

The instructor expects each participant to read thoroughly all the required materials and to participate actively in class discussions. The instructor also expects participants to express their own informed views on the topics discussed in each class session.

1. Attend lectures, student's presentations and/or films.
2. Prepare reading summaries for the assigned text and reserve reading.
3. Oral Presentation on a particular tradition.
4. Pass one final exam.

PREPARATION AND PARTICIPATION:

Lectures will begin promptly at the assigned class time. Participants should be prepared to discuss the assigned readings and raise questions relevant to the content of the lecture. Participants are expected to engage in thoughtful, informed and respectful discussion on the issues of the lecture; lectures should be interactive. The expectation is that participants attend every class (see [Policy on Class Attendance](#) below).

Reading Summaries, Attendance, and Discussion

(20% of your grade). Reading summaries will cover the material listed in course outline and include both the text and primary works. They will be graded on a P/F basis. All P grades will count as a B in your final grade (unless you have an A average on all other work, then the P will count as an A). A sample guide for writing these summaries will be handed out. You may skip one reading summary without penalty. More than one skip will lower your grade.

Class discussion will be held every week. Attendance will be taken. If you miss more than one, your grade for this assignment will be lowered by one full grade for every discussion you miss. The Reading summaries will guide our conversation.

ORAL PRESENTATIONS AND PAPER ON A PARTICULAR EXPRESSION OF AMERICAN CHRISTIANITY:

(30% of your grade) During the first week of class, each participant will select a class session to provide an in-class, oral presentation, approximately ten (10) minutes long. The presentation should provide a brief introduction to the particular expression of American Christianity that has been chosen. Participants may choose any portion of the readings on which to base the presentation. It is also expected that students will do research outside of the course materials. Participants should engage the class, not simply read material or offer a PowerPoint. Participants may want to raise observations or objections to arguments, draw on current events or contemporary debates or link topics to other classes or experiences. Creativity is encouraged. (For example, participants may use media, case studies, role-playing, or skits to introduce the material.)

Participants should conclude the seminar introduction with structured questions to spark discussion. A five page paper written to guide the presentation is expected to be handed in on the day that you present in class.

Site visit paper

(30% of your grade) Part of understanding Christianity in America is engaging in the experience of its current expressions. In our first class you will pick out of a hat a current expression of Christianity in America and will be responsible for attending a service of that tradition and conducting interviews of their religious leader and one of its parishioners. Following this site visit you will do a 7 to 10 page write up about your experience of this tradition.

Class papers (30% each; 60% of the grade). Directions for these papers are attached. Each paper is expected to be typed, well-presented, grammatically correct and without typos or spelling errors

Final Exam

(20% of the grade) The final exam will include both objective and essay sections, which will cover all assigned readings and lecture materials.

STUDENT WORKLOAD FOR A 4-CREDIT COURSE (50-MINUTE HOUR):

Activity	Instructor-Led Hours		Homework Hours		Remarks
	Weekly	Course	Weekly	Course	
Readings of Required Text			5	55	Over 11 weeks, uneven distribution
Weekly Classes	3 hr. 20 min.	36 hrs. 40 min.			Includes final exam
Oral Presentations				15	Average, varies by student
Site visit and paper		2hrs		15	Average, varies by student
Weekly reading summaries	1 hr. 6 min.	12 hr.	1.5	16.5	Average, varies by student
Final Exam Prep				15	Average, varies by student
Total		51		116.5	

GRADING PROCEDURES

The instructor will determine the participant's final grade by using the percentages shown above in the course requirements:

Individual letter grades will be calculated on the following basis:

| A | 100 - 96 | A- | 95 - 90 | B+ | 89 - 86 | B | 85 - 83 | B- | 82-80 | C+ | 79 - 77

Please Note:

- o Participants must complete all components of the course in order to receive a passing grade.
- o A grade of "I" will only be considered in extremely rare circumstances after a participant has completed a majority of coursework with an average grade of "C" or better.

POLICY ON CLASS ATTENDANCE

The course thrives on the relationships between the instructor and the participants. Therefore, participant's involvement is essential in meeting the goals of the course. This involves regular attendance to class. As such, attendance to each class session is **mandatory**. Attendance will be taken promptly at the designated start time.

- o Should difficult circumstances arise, please contact the instructor prior to class or a due date.

ACADEMIC HONESTY

The educational programs of California Lutheran University are designed and dedicated to achieve academic excellence, honesty and integrity at every level of student life. Part of CLU's dedication to academic excellence is our commitment to academic honesty. Students, faculty, staff and administration share the responsibility for maintaining high levels of scholarship

on campus. Any behavior or act which might be defined as "deceitful" or "dishonest" will meet with appropriate disciplinary sanctions, including dismissal from the University, suspension, grade F in a course or various forms of academic probation. Policies and procedures regarding academic honesty are contained in the faculty and student handbooks.

Plagiarism, cheating, unethical computer use and facilitation of academic dishonest are examples of behavior which will result in disciplinary sanctions. Plagiarism includes, but is not limited to:

- word for word copying without using quotation marks or presenting the work as yours
- using the ideas or work of others without acknowledgement
- not citing quoted material. Students must cite sources for any information that is not either the result of original research or common knowledge.

Standards of Student Conduct Statements:

- [Student Life Handbook](#)
- [Academic Honesty Statement](#)

Inclusive Language:

Because of the changing standards of English usage, I require you to use inclusive language whenever possible. Some simple guidelines include replacing "man" or "mankind" with "humanity," "humankind," "persons," or "people." "He," "him" and "his"-when not referring to an actual male person should be avoided by alternate sentence constructions or replaced with "he or she," "him or her," or "hers or his." Gender specific terms may be replaced by their current alternatives: "mailman" has been replaced by "letter carrier"; "policeman," "police officer," etc. The ending "-ess", such as "poetess," "authoress," or "deaconess" is now generally omitted.

DISABILITY STATEMENT

California Lutheran University is committed to providing reasonable accommodations in compliance with ADA of 1990 and Section 504 of the Rehabilitation Act of 1973 to students with documented disabilities. If you are a student requesting accommodations for this course, please contact your professor at the beginning of the semester and register with the Disability Support Services Coordinator, Wendy Jimenez, for the facilitation and verification of need. The Disability Support Services Coordinator is located in the Center for Student Success Office at 3259 Pioneer Street, and can be contacted by calling 805.493.3878 or emailing wjimene@callutheran.edu

UNIVERSITY HARASSMENT POLICY

For information on the University's student harassment policy and rights, please go to the following link:
http://www.callutheran.edu/student_employment/student_handbook.php

PEARSON LIBRARY

Pearson Library provides access to scholarly books, journals, ebooks, and databases of full text articles from scholarly journals. To begin using these materials, visit the library web page <http://www.callutheran.edu/iss/research/>

- To contact a librarian:
- Chat on the Library's home page
- Email: CLULibrary@callutheran.edu
- Phone: (805) 493-3250.
- CLU's satellite locations, see <http://www.callutheran.edu/iss/research/satellite.php> for the full range of services provided.

CLU WRITING CENTER

The Writing Center provides 1:1 writing consultations, in-person and online, with trained undergraduate and graduate writing consultants. We welcome all writing-related projects at any stage of the writing process across the diverse disciplines of study at CLU. The Writing Center also hosts writing workshops, provides in-class visits, facilitates writing groups, and offers a writer's studio option for longer, sustained projects. Services suit writers of all levels, including traditional undergraduates,

graduate students from all fields, all English language learners, and accomplished scholars alike. All members of the CLU community with an @callutheran.edu email address are welcome to make use of our services. For more information, please visit at www.callutheran.edu/writing_center/ or call 805-493-3257. Please schedule appointments online through MyCLU Blackboard with the yellow "The Writing Center" icon in "Tools," or stop by The Writing Center itself, located in the Darling Collaboration Suite of Pearson Library.

VETERANS RESOURCES

If you are a veteran, military member, or a family member of a veteran or military member, please refer to Cal Lutheran's Veterans Resources webpage for important information: <http://www.callutheran.edu/veterans/>. Also, if you are a veteran receiving benefits and you are struggling in a class, you most likely qualify for free tutoring. Please contact the Veterans Coordinator, Jenn Zimmerman, veterans@callutheran.edu or 805.493.3648, for more information.

SEXUAL MISCONDUCT

California Lutheran University does not tolerate any degree of sexual misconduct on or off-campus. We encourage you to report if you know of, or have been the victim of, sexual harassment, misconduct, and/or assault. If you report this to a faculty member, she or he must notify Cal Lutheran's Title IX Coordinator about the basic facts of the incident. More information about your options for reporting can be found at: <http://www.callutheran.edu/title-ix/>

HELP DESK

Students may contact the Help Desk about telephone, network, wireless network, software questions password problems, hardware problems, and general consultation (i.e. you cannot log into your MyCLU portal, or you are having problems with Blackboard). Please email specific details about your problems to helpdesk@callutheran.edu, click on the following link for more information http://www.callutheran.edu/iss/technology_services/helpdesk.php or call: 805.493.3698

COURSE EVALUATIONS STATEMENT

All course evaluations are conducted online. Your feedback is important to us. You will receive an email message reminding you when the website is open for your feedback. The link is: <http://courseval.callutheran.edu>

SCHEDULE OF CLASSES

WEEK	DATES	TOPIC	ASSIGNMENT
1	Sept 1 st	Introduction Native American Religious Traditions Catholic missions & European background	
2	Sept 8 th	THE RELIGIOUS SETTLEMENT OF NORTH AMERICA The Puritan Experience Virginia and the Anglican Vision; Morgan Catholics in Early America The Quaker "Holy Experiment"	Noll, 7-82; Math, 3-19

		Discussion: Is it possible to establish a Christian commonwealth?	
3		September 15 th No class to give you time to do interviews	
4	September 22 rd	ENLIGHTENMENT AND NEW LIGHT: CHRISTIANITY IN THE 18TH CENTURY George Whitefield, John Wesley & the Revivals Jonathan Edwards The American Enlightenment The Religious World of Thomas Jefferson Religion & Revolution Discussion: Can Christians rebel against the government?	Noll, 85-162; Math, 21-49;
5	September 29th	ANTEBELLUM AMERICA & EVANGELICAL DEMOCRACY part 1 New Nation & Democratic Evangelicalism The Revival Impulse: Methodist Growth/Charles Finney Evangelical Social Reform Protesters: Mormons and Other Utopian Visions Romantic Protestantism: The Transcendentalists Discussion: Was American evangelicalism benevolent or imperial?	Noll, 163-284 (skim 245-284); and 313-334; Math, 51-111, 127-143.
6	October 6 th	ANTEBELLUM AMERICA & EVANGELICAL DEMOCRACY part 2 Catholics & Anti-Catholicism; Stowe paper due African-American Christianity Slavery and the Churches Slavery and the Churches Manifest Destiny and the West Civil War Discussion: Slavery an institution of the church?	Noll, 163-284 (skim 245-284); and 313-334; Math, 51-111, 127-143.

7	October 13 th	<p>POST-CIVIL WAR CHALLENGES: PLURALISM, SCIENCE AND SOCIAL CRISIS</p> <p>Science, History and the Bible: New Conceptions Protestant Liberalism and Modernism Immigration and the Growth of Non- Protestant Traditions The Social Gospel The Transformation of Conservative Protestantism The Fundamentalist-Modernist Controversy</p> <p>Discussion: Who's right? The Fundamentalists or the Liberals?</p>	<p>Noll, 286-310 and 335-421 (skim 390-421); Math, 147-153, 162-165,181-189, 196-219, 237-245, 254-260;</p>
8	October 20 st	<p>INSIDERS OUT & OUTSIDERS IN: 20TH CENTURY SHIFTS Part 1</p> <p>American Depression-Religious Depression? Marxists & Pentecostals Transforming Liberalism: Neo-Orthodoxy Reforming Fundamentalism: Neo- Evangelicalism. Religious Revival of the 1950s</p>	<p>Noll, 423-530; Math, 301-321;</p>
9	October 27 th	<p>INSIDERS OUT & OUTSIDERS IN: 20TH CENTURY SHIFTS Part 2</p> <p>Liberationist Civil Rights & Black religion Catholics & Charismatics in the Mainstream The Challenge of Feminism</p> <p>Discussion: What is the role of the church in expanding human rights?</p>	<p>Noll, 423-530; Math, 301-321;</p>
10	November 3 th	<p>END OF THE CENTURY: WHERE FROM HERE?</p> <p>Religion in Contemporary America: "Secularization" & Radical Pluralism Religion in Contemporary America: Piety and Politics</p> <p>Discussion: What is the difference between Christianity in America and American Christianity? Is this relevant to</p>	<p>Assignment: Noll, 531-553; Math, 331-354</p>

		contemporary issues?	
		Final Project Due November 3th in class	
11	November 10 th	Final Exam	

*Please note: Readings designated as *Blackboard* can be found in the **Course Documents** folder on **Blackboard**.

FINAL NOTE

This syllabus is subject to change. Every effort will be made to alert students to changes that occur in a timely manner.