NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course site for enrolled students and may be more current than this sample syllabus. Summer term courses may be accelerated – please check the Ecampus Schedule of Classes for more information.

HST/PHL/REL 210
Religion in the U.S.

COURSE CREDIT
(4) This course combines approximately 120 hours of instruction, online activities, and assignments for 4 credits.

PREREQUISITES, CO-REQUISITES AND ENFORCED PREREQUISITES
None.

COURSE DESCRIPTION:
The purpose of this course is to introduce you to the historical study of religion in the United States, with an eye toward ways that social and cultural contexts have shaped the religious experience of Americans in different places and times. The course is structured around 3 themes, each of which is comprised of a pairing of common analytical concepts used in the study of religion, (i.e the first theme is “pluralism and syncretism”). Readings, lectures, and class discussions will explore the relationship between the 2 concepts in specific places and times in U.S. history. Over the course of the term we will survey religious developments, movements, groups, and individuals, stopping to linger over representative “soundings” within each historical period. The primary goal of the course is for you to become familiar with the history of American religion both by learning about central events and trends, and by learning how to think and write historically. The other central goal of the course is for you to develop a nuanced understanding of the unique role religion has played in the history of social and cultural inequality, political alienation, economic oppression, and bigotry, hatred and violence in the United States.

CROSSLISTED as PHL 210, REL 210. (Bacc Core Course)
Sample syllabi may not have the most up-to-date information. For accuracy, please check the ECampus Schedule of Classes to see the most current instructor information. You can search for contact information by name from the OSU Home Page.

LEARNING RESOURCES:
James Baldwin, *Go Tell It on the Mountain*
Paul Johnson, *The Kingdom of Matthias*
Brian Moore, *Black Robe*

All other required reading listed on the syllabus will be available through the course Canvas site.

NOTE: For textbook accuracy, please always check the textbook list at the OSU Bookstore website. Sample syllabi may not have the most up-to-date information.

Students can also click the ‘OSU Beaver Store’ link associated with the course information in the Ecampus schedule of classes for course textbook information and ordering.

COURSE SPECIFIC MEASURABLE STUDENT LEARNING OUTCOMES:

1) Identify the major religious events, movements, themes, and people in United States history from the colonial era to the present.

2) Analyze the complex interaction between religious belief and the political, social, economic, cultural, intellectual, and familial context in which religious people inhabit and enact their faith.

3) Demonstrate the ability to read, contextualize, and interpret arguments made by historians.

4) Be able to give informed analysis about elements of America’s religious past as they relate to contemporary public discourse in the United States.
Bacc Core Learning Outcomes. Successful completion of this course partially fulfills OSU’s Baccalaureate Core course requirements in the Difference, Power and Discrimination category.

1) Explain how difference is socially constructed.
2) Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination.
3) Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States.

COURSE CONTENT AND POLICIES:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading Assignments</th>
<th>Learning Activities</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>STARTING FOUNDATIONS, PLURALISM IN THE COLONIAL AMERICAS</td>
<td>Black Robe chapters 1-3</td>
<td>Online discussion Quiz 1</td>
<td>First post due Wed., second and third posts due by end of week</td>
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<td>2</td>
<td>CONQUEST, CONVERSION, SYNCRETISM</td>
<td>Black Robe chapter 4-6; Gutierrez, “The Pueblo Indian World in the 16th Century”; Joyner, “Believer I Know”</td>
<td>Online discussion Quiz 2</td>
<td>First post due Wed., second and third posts due by end of week</td>
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<td>3</td>
<td>RELIGION AND THE COLONIAL REVOLUTION</td>
<td>Black Robe chapters 7-9; selections from David Holmes, Faiths of the Founding Fathers</td>
<td>Online discussion Quiz 3</td>
<td>First post due Wed., second and third posts due by end of week</td>
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<td>4</td>
<td>ADAPTATION OF MIGRATORY RELIGIONS</td>
<td>Black Robe chapters 10-12; Jay Dolan, “The Immigrants and their Gods”</td>
<td>Online discussion Quiz 4 Essay # 1</td>
<td>First post due Wed., second and third posts due by end of week</td>
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<td>5</td>
<td><strong>THE DEEP ROOTS OF UTOPIANISM and REVIVALISM</strong></td>
<td><em>Kingdom of Matthias</em> pp. 3-47</td>
<td>Online discussion Quiz 5</td>
<td>First post due Wed., second and third posts due by end of week Essay #1 due</td>
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<td>6</td>
<td><strong>CAUSE AND EFFECT IN 19th CENTURY REVIVALISM</strong></td>
<td><em>Kingdom of Matthias</em> pp. 49-125</td>
<td>Online discussion Quiz 6</td>
<td>First post due Wed., second and third posts due by end of week</td>
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<td>7</td>
<td><strong>20th-CENTURY REVIVALISM, REFORM, PROTEST</strong></td>
<td><em>Kingdom of Matthias</em> pp. 126-179; listen to sermon by Jim Jones via course link</td>
<td>Online discussion Quiz 7 Essay #2</td>
<td>First post due Wed., second and third posts due by end of week</td>
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<td>8</td>
<td><strong>RELIGIOUS VIOLENCE, RELIGIOUS CREATIVITY</strong></td>
<td><em>Go Tell it on the Mountain, “The Seventh Day”</em></td>
<td>Online discussion Quiz 8</td>
<td>First post due Wed., second and third posts due by end of week Essay #2 due</td>
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<tr>
<td>9</td>
<td><strong>ANTI-ISMS IN AMERICAN HISTORY</strong></td>
<td><em>Go Tell it on the Mountain, “Florence’s Prayer” and “Gabriel’s Prayer”</em></td>
<td>Online discussion Quiz 9</td>
<td>First post due Wed., second and third posts due by end of week</td>
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<td>10</td>
<td><strong>GENDER, RACE, AND RELIGION AS RESISTANCE</strong></td>
<td><em>Go Tell it on the Mountain, “Elizabeth’s Prayer” and “The Threshing Floor”</em></td>
<td>Online discussion Quiz 10 Essay #3</td>
<td>First post due Wed., second and third posts due by end of week</td>
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<td><strong>FINALS</strong></td>
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<td>Essay #3 due</td>
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**Discussion Participation**

Students are expected to participate in all graded discussions. While there is great flexibility in online courses, this is not a self-paced course. You will need to participate in our discussions on at least two different days each week, with your first post due no later than Wednesday evening, and your second and third posts due by the end of each week.
Communication
Please post all course-related questions in the General Discussion Forum so that the whole class may benefit from our conversation. Please email your instructor for matters of a personal nature. I will reply to course-related questions and email within 24-48 hours. I will strive to return your assignments and grades for course activities to you within five days of the due date.

Incompletes
Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible (in other words, usually everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don’t wait until the end of the term; let me know right away.

Guidelines for a Productive and Effective Online Classroom
Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university’s regulations regarding civility.

Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

Accessibility of Course Materials
All materials used in this course are accessible. If you require accommodations please contact Disability Access Services (DAS).
Conduct in this Online Classroom
Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university’s regulations regarding civility.

SafeAssign Plagiarism Prevention
Your instructor may ask you to submit one or more of your writings to Blackboard’s SafeAssign plagiarism prevention service. Your assignment content will be checked for potential plagiarism against Internet sources, academic journal articles, and the papers of other OSU students, for common or borrowed content. SafeAssign generates a report that highlights any potentially unoriginal text in your paper. The report may be submitted directly to your instructor or your instructor may elect to have you submit initial drafts through SafeAssign and you will receive the report allowing you the opportunity to make adjustments and ensure that all source material has been properly cited. Papers you submit through SafeAssign for this or any class will be added to the OSU SafeAssign database and may be checked against other OSU paper submissions. You will retain all rights to your written work. For further information, visit Academic Integrity for Students: SafeAssign – What is it?

EVALUATION OF STUDENT PERFORMANCE:
- Preparation quizzes 200 points
- Participation in online discussion 200 points

Short papers:
- Pluralism, Syncretism (Black Robe) 200 points
- Revivalism, Utopianism (Kingdom) 200 points
- Violence, Resistance (Go Tell) 200 points

TOTAL 1000 points

Grading Scale
Final letter grades for the course will be assigned according to the following point scale:
A 930–1000; A- 900-929; B+ 870-899; B 830-860; B- 800-829; C+ 770-799; C 730-769; C- 700-729; D 600-699; F 0-599.

Essay papers will be graded according to the following criteria. An “A” essay demonstrates not only a factual command of the material but also the ability to construct a coherent and complex argument-driven thesis that is supported by evidence and presented in clear and accurate prose. A grade of “B” will be assigned to exam essays that possess an identifiable thesis and adequate factual command, but that lack sufficient detail, or clarity and/or complexity in thinking or writing. Grades in the “C” range reflect essays that lack a thesis, or that provide minimal detail or evidence, or that exhibit significant writing problems. “D” grades will be assigned to essays that are clearly inadequate in content, organization, and writing.
COURSE SITE LOGIN INFORMATION
Information on how to login to your course site can be found HERE.

STATEMENT REGARDING STUDENTS WITH DISABILITIES
Oregon State University is committed to student success; however, we do not require students to use accommodations nor will we provide them unless they are requested by the student. The student, as a legal adult, is responsible to request appropriate accommodations. The student must take the lead in applying to Disability Access Services (DAS) and submit requests for accommodations each term through DAS Online. OSU students apply to DAS and request accommodations at our Getting Started with DAS page.

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

ACADEMIC INTEGRITY AND STUDENT CONDUCT (OSU POLICY)
Students are expected to be honest and ethical in their academic work. Intentional acts of academic dishonesty such as cheating or plagiarism may be penalized by imposing an “F” grade in the course.

Student conduct is governed by the universities policies, as explained in the Office of the Dean of Student Life: Student Conduct and Community Standards. In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity, and respect.

Students are expected to conduct themselves in the course (e.g. on discussion boards, email postings, etc.) in compliance with the university's regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded to themselves. Disrespectful behavior (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors are unacceptable and can result in sanctions as defined by Student Conduct and Community Standards.

For more info on these topics please see:
**PLAGIARISM**
You are expected to submit your own work in all your assignments, postings to the discussion board, and other communications, and to clearly give credit to the work of others when you use it. Academic dishonesty will result in a grade of “F.”

- **Statement of Expectations for Student Conduct**
- **Avoiding Academic Dishonesty**

**TECHNICAL ASSISTANCE**
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

- **COURSE DEMO**
- **GETTING STARTED**

**TUTORING**
For information about possible tutoring for this course, please visit our Ecampus NetTutor page. Other resources include:

- **Writing Center**
- **Online Writing Lab**

**STUDENT EVALUATION OF TEACHING**
The online Student Evaluation of Teaching form will be available in week 9 and close at the end of finals week. Students will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. Students will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted. Course evaluation results are very important and are used to help improve courses and the learning experience of future students. Results from questions are tabulated anonymously and go directly to instructors and unit heads/supervisors. Unless a comment is “signed,” which will associate a name with a comment, student comments on the open-ended questions are anonymous and forwarded to each instructor. “Signed” comments are forwarded to the unit head/supervisor.

**REFUND POLICY INFORMATION**
Please see the Ecampus website for policy information on refunds and late fees.