



Dr. Sharon J. Grant

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CHT 200

History of Christianity in the United States

Spring 2020

Track I: Thu. 11:00 -1:00 pm; Room 315 / **Track II:** Sat. 11:00 – 1:00 pm; Room 315

Course Description

This course will be structured to understand the distinction and forms of Christianity in the United States of America. We will study how Christianity has developed in the diverse sociohistorical contexts throughout the expansionist project of North America. We will have dialogue and assignments to assess how Christianity is lived currently and how it shapes and influences society. Furthermore, this course will integrate scientific content within several weeks of study to explore the dynamic relationship between the Church and the scientific community. The discovery of the New World by European explorers provided the conditions for the creation of an actual new world and the scientific revolution of the 17th and 18th centuries utilized methodology to explain it that often conflicted with the biblical narrative and ecclesiastical hierarchies. A few of these conflicts along with the implications and significance for contemporary society will be explored.

Course Objectives

The course is designed to equip students to:

- Identify many of the main events, documents, personalities within the history of Christianity in the United States of America. (*Demonstrated through quizzes and exams*)

- Understand the importance of Christianity in U.S. History. (*Demonstrated through papers and examinations*)
- Examine historical, cultural, political, sociological and scientific factors among diverse Christian practitioners and various acts of resistance or domination. (*Demonstrated through papers and examinations*)
- Know the difference between primary sources and secondary texts (*Demonstrated through papers and group discussion*)
- Understand the ways in which diversity and pluralism characterize American Christianity. (*Demonstrated through papers and group discussion*)
- Facilitate a conversation between science and the history of Christianity in the United States.
- Develop an appreciation for their own perspective and Christian practice. (*Demonstrated through papers, and discussion*)

Required Texts

Nancy Koester, *Introducing to the History of Christianity in the United States*. Minneapolis: Fortress Press, 2015. Revised and Expanded edition.

Albert Raboteau, *Canaan Land: A Religious History of African Americans*. New York: Oxford University, 2001.

John Lewis, Andrew Aydin, and Nate Powell. *March: Book One*. Marietta, GA: Top Shelf, 2014.

Juan F. Martinez, *The Story of Latino Protestants in the United States*. Eerdmans, 2018.

Recommended Texts

David L. Holmes, *Faiths of the Founding Fathers*. New York: Oxford, 2005.

Gary R. Kreemer, *George Washington Carver: In His Own Words*, University of Missouri, 2017. 2nd Edition

Sharon M. Leon, *An Image of God: The Catholic Struggle with Eugenics*, University of Chicago, 2013.

Charles Lippy, *Introducing American Religion*. New York: Routledge, 2009.

Charles C. Mann. *1493: Uncovering the New World that Columbus Created*. Alfred A. Knopf, 2011.

Mark Noll, *A History of Christianity in the United States and Canada*, Eerdmans, 2000.

Roberto S Goizueta, Alvin Padilla, and Eldin Villafaña. *Hispanic Christian Thought at the Dawn of the Twenty-First Century: Apuntes in Honor of Justo L. Gonzales*. Nashville: Abingdon, 2005.

Course Evaluation:

1. Attendance & Participation (20%)
2. Podcast (30%)
3. One 5- 7-page Historical Research Paper (30%)
4. Reading Quizzes (20%)

Grading Scale:

This course follows the Grading Scale laid out in the Hood Theological Seminary Catalogue (p. 29).

A (93-100)	A- (90-92)	
B+(87-89)	B (83-86)	B- (80-82)
C+ (77-79)	C (73-76)	C- (70-72)
D (60-69)	U (0-59)	

Course Requirements:

Attendance and Participation: Your regular attendance and active participation are essential to be successful in this course. This means that you will be expected to adhere to the following guidelines:

- Read the assigned materials prior to coming to class
- Arrive on time for class and remain for the entire session;
- Inform the professor of any anticipated absence'
- Submit all work on time as required by due date; any unexcused late work will be subject to a grade reduction;
- Ask thoughtful questions and contribute constructively to class dialogue

You are permitted two excused absences during the semester; three or more absences will result in a grade deduction; and four or more will result in unsatisfactory performance. Only documented medical emergencies or family tragedies will be counted as excused absences.

20% of your final grade will be assessed through attendance and participation.

Reading Quizzes

20% of your final grade will come from reading quizzes based on assigned course readings and class discussions. The lowest grade will be dropped and the others will be turned in and graded for descriptive and reflective content. It will be useful to refer to Powerpoint slides and make notes as you read the course material and prepare a paragraph summary of the material prior to coming to class.

Podcast

30% of your final grade will be assessed through a Podcast. Rather than a final exam a podcast will be recorded as a group project and streamed on the ICFSH Audacity platform. Students will have the semester to design a podcast around a topic that effectively integrates and facilitates conversation between science and religion within the history of Christianity in the United States.

Historical Research Paper

30% of each student's final grade is based on the completion of a written paper of 5 – 7 pages. **The Historical Research Paper is due during the final week of class.** Late papers will be penalized. A hard copy and an electronic copy submitted on CANVAS or by email must *both* be turned in on time. A list of appropriate essay topics will be provided on **myHood** and CANVAS. **In consultation with the professor, students may choose a topic of their own. All topics must dialogue with key primary sources.**

Basic Rules for Writing Formal Essays

A satisfactory essay will:

- Be between 5 and 7 pages in length.
- Dialogue extensively with *at least* 1 primary source.
- Follow Kate Turabian's style guide for citation. Sample guides can be found on the course's myHood page.
- Utilize and reference *at least* 3 secondary sources in the paper. You may not use blogs, Wikipedia, and other non-academic websites. Your secondary sources must be academic journal articles or academic books. If you have any questions about the appropriateness of a source, please consult the professor, the librarian, or the writing center coordinator.
- All papers that receive a passing grade will have a **strong thesis statement that guides the essay**. A thesis is an argument. It is an analytical statement that is interesting and plausible; it should not be overly obvious. *Your entire essay should support the thesis statement.*

All written work for this class should be double spaced with 1 inch margins on the top and bottom and 1 inch margins on the sides. Please use Times New Roman 12 point standard font.

Writing tips:

1. A good essay will include topic sentences (i.e. sentences that encompass the major idea of a given paragraph) in most major paragraphs.
Use transition sentences whenever introducing a new concept or idea.

2. Some Very Basic Rules (or Common Writing Mistakes)

Spell out contractions (i.e. *can't* should be spelled out *cannot*).

The phrase “a lot” is made up of two words, not one. Avoid using this phrase wherever possible. The most common use of a semicolons (;) is to link two independent clauses. So, normally a semicolon is used to connect what would otherwise be two complete sentences. Please keep this in mind. The semicolon is frequently misused. Avoid using over long quotes. In short essays (essays under 10 pages), block quotes should be avoided. Instead, use quotes sparingly. Where possible, summarize the author’s ideas into your own words and cite accordingly. When utilizing quotes, students should always introduce the quote and explain how it supports their argument.

Avoid first or second person language (i.e. “I” or “we”) in academic writing. Also, avoid the use of “one” as a personal pronoun.

Course Policies

Late Policy

Late work will be penalized one-half of a letter-grade beginning immediately after it is due. It will then be penalized another half of a letter-grade every additional class period.

Any extensions must be requested of the professor *before* the due date. For papers more than 7 days late, students must consult with the professor to see if the paper will still be accepted during the term. Incomplete and resubmission petitions may still incur a late penalty.

(The professor reserves the right to waive part or all of the late penalty in cases where doing so would allow a student to pass the class with the minimum acceptable grade [C].)

Accommodations

Anyone having a documented condition or learning disability that will require an accommodation should let the instructor know the first week of class so that arrangements can be made.

Plagiarism

Plagiarism occurs whenever anyone takes credit for someone else’s *words or thoughts*. It can range in severity from inadvertently omitting a citation to printing an entire paper off the Internet. When in doubt, cite. The names of students who plagiarize will be submitted to the Academic Dean. As explained in the seminary’s plagiarism policy, a student’s first plagiarism offense will result in a letter and a mandatory meeting with a faculty member to discuss plagiarism. A second offense will result in an automatic ‘U’ for the course and the suspension of the student for one semester. A third offense will result in the student’s dismissal from the

seminary. For more information, visit <http://www.plagiarism.org/>.

For proper citation technique, refer to Kate L. Turabian, *A Manual for Writers of Research Papers, Theses and Dissertations*, 9th ed. (Chicago: University of Chicago Press, 2018). Discussing assignments with your peers is encouraged, however, to avoid plagiarism, do not share your papers with anyone else in the class. If an instance of plagiarism involves one student's copying from another student, both papers will be penalized.

Classroom Code of Conduct

As a graduate student in seminary, you are expected to conduct yourself professionally. Failure to follow *any* of these rules will result in a substantial penalty to your final grade.

- **Be Respectful:** Be respectful to the professor and fellow students.
- **Avoid Habitual Lateness:** Be on time to class.
- **No Cell Phone Usage During Class:** Cell phones must be turned off or placed on vibrate to the beginning of class.
- **Laptop Policy:** You may utilize a laptop for note taking only during class.

Grading Rubric for Coursework and Class Participation

Course Schedule (Subject to Adjustment)

	EXCELLENT (3)	AVERAGE (2)	NEEDS (1) IMPROVEMENT	Points
Level of Engagement in Class	Student proactively contributes to class by respectfully listening, often asking questions and leading the group in productive discussion.	Student contributes to class when called upon or asked. Will ask questions rarely	Student never contributes to class discussion or asks questions.	
Preparation	Student is almost always prepared with class materials and assignments.	Student is usually prepared with class materials and assignments	Student is rarely prepared with class materials and assignments.	
Research Paper	Has clear thesis, material is organized very well, no grammatical errors. Transitions between paragraphs and ideas are effective. Essay effectively supports thesis with use of primary and scholarly secondary sources.	Has fairly clear thesis, material is organized, minimal grammatical errors. Transitions between paragraphs and ideas are awkward and, occasionally, absent entirely. Essay makes limited use of primary and secondary documents. The historical analysis in the essay is weak.	Thesis not clear or lacking, material poorly organized, many grammatical errors. Transitions are mostly absent. Use of historical resources and analysis is weak or absent entirely.	

Week 1 [I-Jan 23 II-Jan 25] Class Introduction / Religion and Colonization

Readings:

(1) Columbus Christopher. "Journal excerpt, First Arrival to the New World" (1492)

Video: "The Columbian Exchange"

(2) Charles E. Mann, *1493*, "Prologue" and "Two Monuments" pgs xiii - 36

Week 2 [I-Jan 30; II-Feb 01] Christianity in Colonial America

Readings: (1) Koester, Preface and Chapter One

(2) Frederick E. Brasch, "The Royal Society of London and its Influence upon Scientific Thought in the American Colonies" *The Scientific Monthly*. Vol. 33, No. 4 (Oct., 1931), pp. 336-355.

(3) Short documents from Salem Witch Trials
Douglas Linder. "The Witchcraft Trials in Salem: A Commentary"
http://law2.umkc.edu/faculty/projects/ftrials/salem/SAL_ACCT.HTM
The Examination of Tituba
http://law2.umkc.edu/faculty/projects/ftrials/salem/ASA_TITX.HTM
Trial Record of Sarah Goode
http://law2.umkc.edu/faculty/projects/ftrials/salem/ASA_GOOX.HTM

Week 3 [I-Feb 06; II-Feb 08] The Great Awakenings and National Independence

Readings: (1) Koester, Chapter 2
(2) Raboteau, 21-42

Week 4 [I-Feb 13; II-Feb 15] Nineteenth Century Religious Expansion

Readings: (1) Koester, Chapter 3
(2) Catherine Brekus, "Female Preaching in Early Nineteenth Century America"

Week 5 [I-Feb 20; II-Feb 21] Slave Resistance and Slave Religion

(1) Raboteau, 43-81
(2) Turner, Nat. "Confessions of Nat Turner"
<http://docsouth.unc.edu/neh/turner/turner.html>

Week 6 [I-Feb 27; II-Feb 29] Religion and the Civil War

(1) Koester, Chapter 4
(2) Cleburne, Patrick R. "Patrick Cleburne's Proposal to Arm Slaves"
<https://www.civilwar.org/learn/primary-sources/patrick-cleburnes-proposal-arm-slaves>
(3) Wilson, Joseph R. "Mutual Relation of Masters and Slaves as taught in the Bible."
<http://docsouth.unc.edu/imls/wilson/wilson.html>
(4) Lincoln, Abraham. "Emancipation Proclamation"
<https://www.civilwar.org/learn/primary-sources/abraham-lincolns-emancipation-proclamation>

Week 7 [Mar 05; II-Mar 07] **Reading Week - **NO CLASS****

Week 8 [I-Mar 12; II-Mar 14] Immigration and Industrialization

Readings: (1) Koester, Chapter 5
(2) Julia Byrne, "Roman Catholics and Immigration in Nineteenth Century America"
<http://nationalhumanitiescenter.org/tserve/nineteen/nkeyinfo/nromcath.htm>
(3) Sharon Leon, *An Image of God*, "Chapter 3" pgs., 66 – 88.
(4) John P. Slattery, "Pierre Teilhard de Chardin's Legacy of Eugenics and Racism Can't Be Ignored" *Rewire News*. Published May 21, 2018.

Week 9 [I-Mar.19; II- Mar 21] Native American Christianity

Readings: (1) Karim M. Tiro, “Denominated "SAVAGE": Methodism, Writing, and Identity in the Works of William Apess, a Pequot” *American Quarterly*, Vol. 48, No. 4, pp. 653-679

(2) Timothy Miller, “Native American Church” *World Religions and Spirituality*
<https://wrlrels.org/2016/10/08/native-american-church/>

(3) Catawba Science Center Guest Lecturers – Habitat Study

Week 10 [I-Mar 26; II-Mar 28] Modernity: Liberalism and Fundamentalism,

Readings: (1) Koester, Chapter 6

(2) Rauschenbusch, Walter. *A THEOLOGY FOR THE SOCIAL GOSPEL* (excerpt)
(New York: The Macmillan Company) 1917.

(3) Menckhen, H.L. “A Tennessee Circus”, June 21, 1925, *Baltimore Evening Sun*
republished as preface in, *Religious Orgy in Tennessee*. Melville House Publishing, 2005.
https://issuu.com/melvillehouse/docs/a_religious_ogy_in_tennessee

Week 11 [I-Apr 02; II-Apr 04] The Great Migration and the Black Church

Readings: (1) Raboteau, 82-103

(2) Reverdy Ransom, “Centennial Address in Honor of Charles Sumner”

(3) Gary R. Kremer, *George Washington Carver*, pgs 101 -113.

Guest Lecturer: Dr. Jenora Waterman, *Associate Professor of Comparative Medicine* at North Carolina Agricultural and Technical University, Greensboro, NC

Week 12 [I-Apr 09; II-Apr 11] Holy Week NO CLASS

Week 13 [I-Apr 16; II-Apr 18] Religion, Race and the Twentieth Century

Readings: (1) Lewis, *March: Book One*

Podcasts are finished and uploaded.

Week 14 [I-Apr 23; II-Apr 25] LatinX Protestant Christianity Part I

Readings: Martinez, *The Story of Latino Protestants in the United States*. Chapters 1 -4

Week 15 [I- Apr 30; II –May 02] The Future of Christianity in the United States

Readings: (1) Martinez, *The Story of Latino Protestants in the United States*. Chapters 5-9

(2) “Futures I and II” by Roger Gottlieb

<https://rogersgottlieb.wordpress.com/2014/11/12/futures/>

Week 16 [I-May 07; II-May 09] Historical Research Papers are due.