

“American Religious Thought and Culture”
York College of Pennsylvania

Dr. David Wayne Layman

HUM 142: MWF 1:00 PM – 1:50 PM

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Textbook

- Ahlstrom, Sydney E. *A Religious History of the American People*. Second Edition. New Haven and London: Yale University Press, 2004.

Library Resources (General)

- *Dictionary of Christianity in America*. BR515 .D53 1990 Reference
- Marty, Martin E. *Pilgrims in their own land: 500 years of religion in America*. BR515 .M324 1984.
- Williams, Peter W. Second Edition. *America's religions: from their origins to the twenty-first century*. BL2525 .W485 2001.

Catalog description: A study of the background of Catholicism, Protestantism, Judaism, and Native American religious traditions in the United States, as well as contemporary American religious movements. Prerequisite: WRT 102.

Course Requirements

Grades will be based on:

- Attendance (12% of final grade).
- **“Class preps”:** Throughout the semester, the instructor has identified questions or classroom projects for which the student is responsible. Five of these “Class preps” will require the student to submit a one-page report (approximately 250-300 words). Class preps that do *not* require a written report are identified immediately following the words, **“Class prep”**.
 - These preps will be graded on the following rubric:
 - 90-100: superior reflection; sophisticated style and no grammatical errors
 - 80-89: adequate reflection; satisfactory style and minimal grammatical errors
 - 70-79: minimally adequate reflection; readable style but with grammatical errors
 - 60-69: inadequate reflection; errors of style and grammar that inhibit readability.
 - Each Prep is worth 5% of final grade (aggregate of 25%)
- Essay # 1: Due February 17th; see that date on the course calendar. Worth 21% of final grade.
- Essay # 2: Due April 6th; see that date on the course calendar. Worth 21% of final grade.
- Essay #3: Due May 4th; see that date on the course calendar. Worth 21% of final grade.
- Essays will be graded in accordance with the “Religion Rubric” posted at the instructor’s web site.

Course Calendar

Primary readings are from the textbook, *A Religious History of the American People*. Numerals following a colon are page numbers. Readings (in quotation marks) are either linked or can be downloaded at the instructor's website. The instructor reserves the right to add additional readings to supplement the students' resources.

JAN. 20 Syllabus

22 Introduction

25 Origins, Reformationchapters 2, 5

27 Origins, Puritanism.....chapter 6

29 Puritanism.....chapter 7; "1 Winthrop Model Xn Charity"

Class Prep: What is the nature of "covenant" in this sermon? How/ why might the Pilgrims fall short of keeping this covenant? Can a "secular" state be a "city upon a hill"? (You might need to look up the root meaning of "secular.")

FEB. 1 Puritanism.....chapters 7-9; 10:158-165

5 Other Colonial Groupschapter 10:151-156; chapter 11

Class Prep (no written prep required): There are five important persons/groups in this period: Anne Hutchinson, Roger Williams, Baptists, Quakers, and Anglicans. Be prepared to discuss the following questions: How was each person/group inspired by or related to the Puritans? What were the key issues separating them from the Puritans?

8 The Great Awakening.....chapters 15: 236–244

10 The Great Awakening.....chapters 18, 20;
"2 Spener, Pietism"; "3 Danger Unconverted Ministry"

Class Prep: According to **Spener**, why did the Lutheran Church need reforming? What were the major reforms—what specific strategies—did Spener advocate? What does Spener's vision of true Christianity have in common with Puritanism? Why did **Gilbert Tennant** consider Jesus a role model for a good minister? How would one know if one's minister was "converted"?

12 Second Great Awakeningchapters 26, 27

15 2nd Great Awakening, cont.chapter 28:460-1; "4 Finney Revivals"

Class Prep: Why did Finney believe that "Religion is the work of man?" What would a Puritan think of this? Why did Finney think that revivals had to be "exciting"? What complaint was Finney responding to? What sort of religion was Finney endorsing? What were its strengths and weaknesses?

17 Protestant Establishmentchapters 22:353–356

Essay # 1: Discuss **one** of the topics in the previous class preps. Write 4-5 page (approx.. 1750 pp.). Address two major questions: (1) how does this aspect of American Protestant contribute to its special or unique character: (2) is this aspect continue to be relevant to religious experience. If "yes," why and how; if "no," why not?

- FEB. 19 Prot. Est. (cont.).....chapters 27; 28; 29:472–483; 39
Class Prep (no written prep required): Use the “Bebbington quadrilateral” explained in the previous class to examine one of the evangelical denominations discussed in (esp.) chapter 27: Baptists, Methodists, “Disciples [of Christ],” Presbyterian. How accurately does the denomination you study reflect or embody the quadrilateral? Are there any areas in which it differs from the other denominations discussed? (The class will be divided into groups for this presentation.)
- 22 “Bebbington quadrilateral”, cont.; Presbyterianism (chapter 28)
- 24 Make-up Day
- 26 Protestant Alternatives (1)..chapters 24

Winter Break

- MAR. 7 Protestant Alternatives (2)...chapter 38:615–629; “5 Channing Unitarian Xy”
- 9 Roman Catholicism (1).....chapters 21; 32–34
- 11 Roman Catholicism (2).....“6 Syllabus Errors”
Class Prep (no written prep required): The class will debate the proposition: Nineteenth-century Roman Catholicism was incompatible with American democracy and separation of church and state.
- 14 Judaism.....chapter 35; “7 Reform J 1885 Pittsburgh Conf”
- 16 Native American Religion
Class Prep (no written prep required): Students will be assigned **topics** on Native American religion, and will give (individual) 5-8 minute presentations.
- 18 Native American Religion (2)
- 21 Spiritualism, Millennialism
 Shakerschapters 29:478–290; 30:492-4
- 23 Oneida Perfectionistschapter 30: 497-9
 Mormonismchapter 30:501-9

Spring Break

- 30 Seventh-Day Adventists
 Christian Sciencechapter 29:478-81; 60:1020-26
- APR. 1 **Class Prep (no written prep required):** Can religions be invented? What authority do religions have? How/in what sense are religions “true”? What makes them true?
- 4 Black Churches.....chapter 42
- 6 **Essay #2 Due:** Respond to the questions raised in the Class prep for April 1. Illustrate your argument using one “traditional” (Protestant, R. Catholic, Native American) and one “new” (Shakers, etc.) religion.
 Revivalism vs. Liberalism ...chapter 44:743-748; chapter 46

- APR. 8 Social Gospel.....chapters 46–47
- 11 Modern Protestantism.....chapter 48; “8 Moralistic Therapeutic Deism”
- 13 20th c. Roman Catholicism ..chapter 59; “9 Amer Catholic convert”
- 15 20th c. Judaismchapter 57
- 18 **Class Prep:** Reflecting both on Roman Catholicism and Judaism, does the future belong to the “liberals” (Catholics, Reform Jews) or “traditionalist” (observant Catholics and Orthodox Jews)? Why?
- 20 Islam in America (1)
- 22 Islam in America (2)
- 25 Islam in America (3)
Class Prep: Can Islam be “Americanized”? If no, why not? If yes, what will it lose, and what will it gain?
- 27 Hinduism and
Buddhism in America (1).....chapter 61
- 29 Hinduism and Buddhism in America (2)
Class Prep (*no written prep required*): Do a search for “Hinduism in America” or “Buddhism in America.” Find one article and bring it to class. Be prepared to explain: how this is based on classical Buddhism? What changes have taken (are taking) place? As a class reflect on the question: is American (western) Buddhism creating a “new Buddhism”?
- MAY 2 Final Discussion“10 Amer Religious Identification 2008”
- 4 **Essay # 3 Due:** is America still a “Christian” nation? Why or why not. To what extent, and if “yes,” in what sense, do its Protestant roots influence other religions?
Makeup Day

Grading Guidelines

Tutoring and Study Skills Coaching: Students are encouraged to enhance their learning by meeting with the tutors and the study skills coaches in the Center for Teaching and Learning (CTL) and in the Writing Center. The CTL and Writing Center offers one-on-one sessions with peer and professional tutors who will provide feedback and suggestions for assignments in every course. Contact the CTL to make an appointment by calling 815-1216 or stopping by HUM Room 01.

General Formatting Requirements for all Written Assignments

1. One inch margins on all sides (= “Normal” Margins on most versions of MS Word)
2. **Double-spaced.**
3. Must use a 12-pt. size font, preferably a standard “serif” font such as Times New Roman. (If you use Cambria, you can make it 11 points.)
4. Each paragraph must have first line indentation (in MS Word, this is Paragraph>Special>First Line);
5. Must *not* be formatted with fully justified margins.

6. Do *not* enclose in a folder or holder. The instructor will clip all essays together, and staple at home, if necessary.

Specific Formatting Requirements for Essays

1. In addition to “General Formatting Requirements” (above), the three Essays:
 - a. Must have a *separate cover page*, to include the following information:
 - b. The “Rubric Cover” table, which is posted at the instructor’s web site (copy and paste).
 - c. Name
 - d. Course Number (“REL 369”)
 - e. “Essay # ...” (correct number)
 - f. You may, at your discretion include a *title* and/or *date*.
2. Citations
 - a. **Two types of material must be cited:** direct quotes from some source consulted by the student (enclosed in quotation marks) and paraphrases (material based upon some source, but reworded in the student’s own language).
 - b. **Documentation Style:** The preferred form of documentation is “MLA.” If the student is not familiar with that form, simply follow this form for a direct quotation: “. . .togerato mento examina (Smith, 111).” For paraphrases from a range of pages of some source(s), the student can summarize the sources **at the end of the paragraph** in the following manner: “. . .togerato mento examina (Smith, 111-114, 120).
 - c. For websites, use the following form: <author> [if it can be determined], <title>, accessed <date>. If in doubt, there a number of citation generators: I recommend, <http://www.easybib.com/mla7-format/website-citation>.
3. Works Cited Page
 - a. The form for the Works Cited should follow the form of documentation style. If the student uses the documentation style suggested above, then the basic style for a cited work should be: “Novak, Philip, ed. *The World’s Wisdom*. HarperSanFrancisco, 1994.”
 - b. Web sites are documented as follows: Author. Title of web page. Title of Web Site [if different from page]. Publisher [if known—look for Copyright date], publication or copyright date. Web. Date of access, date/month/year.
 - c. You only need to give the full web site if it cannot be easily located from author or title. (The student is advised to test this before deleting the web site address.)

Selected Bibliography

Those books found in Schmidt Library are followed by their Library of Congress number. The other works can be easily located in other libraries, or purchased inexpensively from Amazon (especially in used editions), or through Kindle Books. Some books are followed by comments.

- Allitt, Patrick. *Religion in America since 1945: a history*. BL2525 .A44 2003.
- Bellah, Robert N., et. al. *Habits of the Heart: Individualism and Commitment in American Life*. E169.12 .H29 1985. [not strictly about religion (although there is chapter on the subject), this is a classic about how modern Americans find meaning and purpose in life]
- Bottum, Joseph. *An Anxious Age: The Post-Protestant Ethic and the Spirit of America*. [shows how modern “spiritual anxiety” and “political correctness” is a result of the collapse of “Mainline Protestant” churches; shows that evangelicalism and its progressive political opponents are really responding to the same spiritual issues and problems]
- Brenneman, Todd M. *Homespun Gospel: The Triumph of Sentimentality in Contemporary*

American Evangelicalism.

- Eberstadt, Mary. *How the West Really Lost God*. BT83.7 .E24 2013. [argues that a lower birthrate and declining natalism leads to religious decline, rather than the other way around]
- Hall, David D. *Lived religion in America: toward a history of practice*. BL2525 .L58 1997.
- Harvey, Paul. *Through the storm, through the night: a history of African American Christianity*. BR563 .N4 H3783 2011.
- Kessler, Sanford. *Tocqueville's civil religion: American Christianity and the prospects for freedom*. BR525 .K47 1994.
- Kidd, Thomas S. *The great awakening: the roots of evangelical Christianity in colonial America*. BR520 .K53 2007. [the modern standard history of the great awakening]
- Lotz, David W., et. al. *Altered landscapes: Christianity in America, 1935-1985*. BR526 .A37 1989.
- Marsden, George M. *Fundamentalism and American Culture: The Shaping of Twentieth-Century Evangelicalism. 1870-1925*. BT82.2 .M37 2006. [the most important and accessible history of the subject stated in the title]
- Pike, Sarah M. *New Age and neopagan religions in America*. BP605 .N48 P55 2004.
- Putnam, Robert D, et. al. *American grace: how religion divides and unites us*. BL2525 .P88 2010. [a sociological study with data and numerous graphical interpretations]
- Valeri, Mark. *Heavenly Merchandize: How Religion Shaped Commerce in Puritan America*.
- Woodhead, Linda. *Reinventing Christianity: nineteenth-century contexts*. BR477 .R45 2001.
- Worthen, Molly. *Apostles of Reason: The Crisis of Authority in American Evangelicalism*. [argues that apparent contradictions in evangelicalism arise because they “never had a single authority to guide them through the delimitas” of “individualism and family, having a “personal relationship with God” without overindulgence in religious enthusiasm]

Grade Determination

See under “Course Requirements” (p. 1) for weighting of assignments. Extra credit opportunities are explained at the end of the syllabus.

The final grading scale:

90.0% and above =	4	(Excellent)
85.0% to 89.9% =	3.5	(Very good)
80.0% to 84.9% =	3	(Good)
75.0% to 79.9% =	2.5	(Above Average)
69.5% to 74.9% =	2	(Average)
59.5% to 69.4% =	1	(Below Average)
below 59.5% =	0	(Failure)

Attendance

Attendance is graded on an ordinary percentage scale: e.g., 27 days present out of 29 class days = 93%. As stated above under “Grade Determination,” this grade will be 12% of a student’s final grade. Excused grades (sickness certified by a note from a physician, health care professional, or health care institution, family related situations [death in immediate family, sickness of children], and documented work-related problems) are counted as “present”.

Incompletes

Incompletes will be given only when a student cannot complete the requirements because of a serious medical or family emergency. Those requirements must be completed within 45 days of the formal end of the semester.

INSTITUTIONAL POLICIES

Academic Integrity Policy:

York College's mission statement stipulates that strict adherence to principles of academic honesty is expected of all students. Therefore, academic dishonesty will not be tolerated at York College. Academic dishonesty refers to actions such as, but not limited to, cheating, plagiarism, fabricating research, falsifying academic documents, etc., and includes all situations where students make use of the work of others and claim such work as their own.

When a faculty member believes a student has committed an act of academic dishonesty, the faculty member must promptly notify the student in writing and obtain confirmation of notification from the student. The faculty member then has ten business days from that written notification to the student to report the incident to the Dean of Academic Affairs and the Department Chair. Documentation related to instances of academic dishonesty will be kept on file in the student's permanent record. The faculty member has full discretion to determine a suitable penalty for the student, up to a course grade of 0. This discretion is limited to the course in which the dishonesty took place. Students may not withdraw from a course in which they have been accused of academic dishonesty, unless and until the accusation is withdrawn by the faculty member or is overturned by the Student Welfare Committee or the Dean of Academic Affairs.

Students who believe they have been unjustly charged or sanctioned must discuss the situation with the faculty member and have 10 business days thereafter to submit an appeal to Student Welfare Committee through the Dean of Academic Affairs. If an appeal is filed, the Student Welfare Committee will then conduct a hearing to review the charge and/or sanction. In the case of an egregious first offense, the faculty member may request that the Student Welfare Committee conduct a hearing and determine a sanction, which may involve academic probation, suspension or dismissal from the College.

If the Dean of Academic Affairs determines that the academic dishonesty is the student's second offense, the Dean will provide written notification to the student, the faculty member, and the Department Chair. The Student Welfare Committee will automatically conduct a hearing to review the charge and decide on an appropriate sanction, which will involve academic probation, suspension or dismissal from the College. Students who believe the Student Welfare Committee has unjustly sanctioned them may submit a written appeal to the Dean of Academic Affairs within 72 hours of receiving notification of the Student Welfare Committee's sanction.

Writing Communication Standards:

York College recognizes the importance of effective communication in all disciplines and careers. Therefore students are expected to competently analyze, synthesize, organize, and articulate course material in papers, examinations, and presentations. In addition, students should know and use communication skills current to their field of study, recognize the need for revision as part of their writing process, and employ standard conventions of English usage in both writing and speaking. Students may be asked to further revise assignments that do not demonstrate effective use of these communication skills.

Personal Technology Policy:

While York College recognizes students' need for educational and emergency related technological devices such as laptops, PDA's, cellular phones, etc., using them unethically or recreationally during class time is never appropriate. The college recognizes and supports faculty members' authority to regulate in their classrooms student use of all electronic devices.

Students with Disabilities:

York College is dedicated to serving the needs of students regardless of disability by providing equal access to a quality learning experience. York College will not discriminate against any qualified student with a disability in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 and its amendments. The College will reasonably accommodate the needs of students with a disability provided such accommodation does not constitute a fundamental alteration of York's program of education or otherwise constitute an undue burden.

Students requesting academic accommodations should submit disability documentation to the Director Disability Support Services and then meet with the Director to discuss appropriate accommodations and plan a strategy for meeting their academic requirements.

If you are a student with a disability in need of classroom accommodations and have not already registered with Linda Miller, Director of Disability Support Services, please contact her at 815-1785 or lmille18@ycp.edu to discuss policies and procedures related to disability services and to establish the accommodations for which you are eligible.

Cultural Enrichment Events:

Students enrolled in Department of English and Humanities courses are expected to attend various cultural enrichment events throughout the academic year. These include:

To receive credit for attendance, the student is to submit a one page report (the report itself must be at least ½ page long) on each event attended. Each successful report will receive *up to 0.3 points added to the final percentage of the student's grade*. The instructor reserves the right to reduce the extra credit received for poorly prepared reports. The student can submit up to a total of **five (5)** reports, for a total extra credit of **1.5** point.

This syllabus is subject to change by the instructor.