

# A421, section 4537: Religion in Early America

## IUPUI Fall 2006

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### *Brief Course Description and Requirements:*

From before 1492 to today, American society has been a religious society. Americans of all sorts have persistently and profoundly used religious ideas to understand the world around them. The disestablishment clause of the Constitution two hundred years ago appears to have only increased the religious intensity of American culture, and today the proper place and function of religion in American society is still debated with vigor and sometimes acrimony. This class will explore the incredible variety of American religion, and seek a better understanding of the interplay between religious beliefs and the culture at large. It will begin with the religion of Native Americans, and end in the early to mid-1800s with the issue of slavery, reform, and religion.

While you will be held accountable for knowing key dates and people, this is not a memorization class. Rather, consistent with the goals of the “IUPUI Principles of Undergraduate Learning,” you will be required to “analyze carefully and logically information and ideas from multiple perspectives”; “to recognize roots of your own cultural traditions and to understand and appreciate the diversity of the human experience within the United States”; to consider American history in light of your—and other’s—values and ethics; and to communicate your thoughts intelligently in written form. I encourage you to read through all of the Principles, as they will help you to gain the most from your experience here at IUPUI. You can find these Principles posted on the Department of History’s Home Page at [www.iupui.edu/~history](http://www.iupui.edu/~history).

With these goals in mind we will read and discuss several books together, complete a research paper, and take a midterm and final exam.

### *Course Requirements and Grading:*

Book Discussions	140 points (7 discussions, 20 points each)
Research Paper	80 points
Midterm Exam	80 points each
Final Exam	80 points
Participation	20 points
Total	400 points
A= 372-400, A-= 360-371, B+ = 348-359, B = 332-347, B- = 320-331, C+ = 308-319, C = 292-307, C- = 280-291, D+ = 268-279, D = 252-267, D- = 240-251, F= 0-239.	

*Required Texts:*

**Worlds of Wonder, Days of Judgment: Popular Religious Belief in Early New England (Paperback)**

**David D Hall**

Harvard University Press; Reprint edition (October 1, 1990) **ISBN:** 0674962168

**The Puritan Dilemma : The Story of John Winthrop (Weekend Biographies Series) (Paperback)**

Edmund S. Morgan

Longman (January 26, 2005) **ISBN:** 0321328868

**Saints and Strangers: New England in British North America**

By Joseph A. Conforti.

The Johns Hopkins University Press (2006). **ISBN:** 0-8018-8254-0

**"Pedlar in Divinity" : George Whitefield and the Transatlantic Revivals, 1737-1770 (Paperback)**

Frank Lambert

Princeton University Press (November 18, 2002) **ISBN:** 0691096163

**The Founders on God and Government (Paperback)**

by [Daniel L. Dreisbach](#) (Editor), [Mark David Hall](#) (Editor), [Jeffry H. Morrison](#) (Editor)

Rowman & Littlefield Publishers, Inc. (November 15, 2004) **ISBN:** 0742522792

**Come Shouting to Zion: African American Protestantism in the American South and British Caribbean to 1830 (Paperback)**

[Sylvia R. Frey](#), [Betty Wood](#)

University of North Carolina Press (March 1998) **ISBN:** 0807846813

**Servants of Allah: African Muslims Enslaved in the Americas (Paperback)**

[Sylviane A. Diouf](#)

New York University Press (October 1998) **ISBN:** 0814719058

**Moralists and Modernizers : America's Pre-Civil War Reformers (The American Moment) (Paperback)**

**Steven Mintz**

The Johns Hopkins University Press (August 1, 1995) **ISBN:** 0801850819

*Assignments:*

1. Exams: Exams will be a combination of objective and essay, with the emphasis on essay. The objective questions will test students' breadth of knowledge of the class material. Students will have a choice of essay questions that will focus on particular aspects of the course material.
2. Class Participation: This is an upper level class, and class participation is assumed. Without question all of the students will have read the assigned reading in preparation for class. If it becomes apparent that the readings have not been completed, a pop quiz may be given. Participation points will be assigned according to two criteria: quantity and quality.
  - a. Quantity: Did you consistently and punctually attend class, or were you consistently absent or late?
  - b. Quality: Did you participate in class discussion in a professional manner? Did your participation indicate a thoughtful engagement with class material? Did your participation convey respect for other people, even when you disagreed with their viewpoints? Did you use professional language, without profanity or personal slight?

3. **Book Discussions:** Each of the assigned books was carefully chosen for its importance to the field of history and its usefulness for teaching about religion in early America. They will be an important part of our education this semester. Each student must complete the readings assigned to him/her. During book discussion days, students will break into groups to discuss the reading. To make sure each student does the reading and participates profitably, each student will evaluate the participation of his/her group members. Group member participation will be evaluated according to the following criteria:
  - a. 8= present
  - b. 10= present but did not participate.
  - c. 12=present, participation not helpful.
  - d. 14= present, participation made sense.
  - e. 16=present, participation was useful.
  - f. 18= present, participation was very useful.
  - g. 20=present, must have written the book.
  - h. I will drop the highest and lowest student evaluation, average the rest, and add or subtract for anything I noticed.
  
4. **Research Project:** Students are required to complete a 10-12 page research project (note the due date on the syllabus). It must be typed, double-spaced, 12 font size, with your name, date, class, and title at the top. You may choose any topic related to religion in early America. Work on this paper will proceed according to the following schedule:
  - a. **Schedule**
    - i. A written explanation of the research topic will be turned in on September 6.
    - ii. A bibliography (a list of primary and secondary sources to be used in the paper) will be turned in on February 17.
    - iii. The final paper is due beginning November 29. Students will present their paper in class (7-10 minute presentation, plus time for questions) and then turn in the paper.
  - b. **Grading:**
    - i. **Breakdown of points:**
      1. Bibliography: 5 points.
      2. Paper presentation: 5 points.
      3. Final paper: 30 points.
    - ii. **Grading criteria:**
      1. Does the essay use at least two primary sources?
      2. Does the essay use at least two secondary sources?
      3. Webpages may only be used for primary source material, and must be approved by Mr. Witzig.
      4. Strength of the thesis.
      5. Persuasiveness of the arguments in supporting the thesis.
      6. Proper grammar.
      7. Proper citations.
      8. Avoidance of plagiarism.
  - c. **Students are strongly encouraged to communicate with Mr. Witzig throughout the project.**

Rules for online discussion:

1. Each student must submit 3-4 substantive submissions throughout the day.
2. Profanity, personal attacks, or other non-intellectual participation will be dismissed.
3. Focus on the questions, and generate more questions that you would like to see answers to during the semester.

### *Office Hours and Contacting Mr. Witzig*

I hold office hours in part because I am required to, but also because interaction with students is what makes my job so enjoyable. I strongly encourage you to stop by whenever you have a question about course content, course requirements, the structure of the class, the history profession, or if you simply want to stop and chat. In fact, I encourage you to stop in at least once during the semester even if you don't have anything particular on your mind. Please make every effort to come during my regular office hours, but if you want to talk in person and the scheduled office hours do not work in your schedule, let me know and no doubt we will be able to schedule an alternate time.

Other than office hours the easiest way to contact me is through email. I check it at least once a day, except Sundays (when I may not check email at all).

Please do not try to contact me via the telephone, or leave a message for me on a voicemail you may discover.

### *Attendance:*

My policy on attendance is simple: show up on time and take good notes. I am required to report the names of those who do not show up consistently. I will discover those who don't take good notes when I grade the exams. Finally, note that absence, non-participation in class discussion, and consistent tardiness will result in points deducted from participation.

### *Late Work and Makeup work:*

Papers are due in class, not email. Five points will be deducted for each day that a paper is late, no exceptions. Please do not claim printer problems. Please discuss with me any difficulty with the deadlines as soon as possible. Makeup exams are more difficult than the original.

### *Administrative Withdrawal:*

The class will follow the guidelines for administrative withdrawal described at <http://life.iupui.edu/dos/code.htm>.

### *Cheating and Plagiarism:*

Neither will be tolerated. Penalties will range from receiving an F on the assignment, to the reporting of the incident to the proper authorities at IUPUI. Please consult the appropriate sections of the "Code of Student Ethics" and the "Indiana University Bulletin," and/or the link <http://life.iupui.edu/dos/code.htm>

*Tentative Schedule:*

This Schedule may change. Any changes will be announced in class. Students will be responsible for any changes made to this schedule.

<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
8/23	Intro.	Choose chapters for Hall and choose Morgan or Conforti.
8/28	Setting the stage: the religious situation and major events in early American history.	Online discussion will count for class attendance. Read: 1. Handout on prison program in Iowa. 2. PowerPoint on religious diversity. 3. PowerPoint on major events in American History.
8/30	Native American religion.	
9/4	Labor Day holiday, no class.	
9/6	Lived religion.	Topic due.
9/11	Discussion of Hall	Hall
9/13	Southern Anglicanism.	
9/18	Puritan and the Calvinist Heritage.	
9/20	Discussion of Morgan and Conforti	Morgan or Conforti
9/25	Religion in the 18 <sup>th</sup> century: the Enlightenment and Evangelicalism.	
9/27	Religion in the 18 <sup>th</sup> century: the Great Awakening.	Bibliography due.
10/2	Religion in the 18 <sup>th</sup> century: the Great Awakening	
10/4	Discussion of Lambert	Lambert
10/9	Review of religion in colonial America	
10/11	Midterm	
10/16	Religion, Revolution, and Politics.	
10/18	Religion, Revolution, and Politics.	Choose Dreisbach chapters.
10/23	Discussion of Dreisbach	Dreisbach
10/25	Discussion of Dreisbach.	Dreisbach. Choose Diouf chapters
10/30	Religion and Slavery	
11/1	Discussion of Frey	Frey.
11/6	Muslims and other Religious minorities	
11/8	Discussion of Diouf	Diouf
11/13	The 19 <sup>th</sup> Century Religious Marketplace.	
11/15	The 19 <sup>th</sup> Century Religious Marketplace.	
11/20	Discussion of Mintz	Mintz
11/22	Thanksgiving break—no class.	
11/27	Beyond the 1800s: religion in America since 1850	
11/29	Paper presentations	Final paper
12/4	Paper presentations	Final paper
12/6	Paper presentations	Final paper
12/11	Review, and discussion of the role of religion in American society.	
12/15	Final, 1-3	

