



**History 316: Belief and Power in U.S. Religious History**  
**PH 207**  
**TR 11:00 – 12:30**

Dr. Angela Lahr  
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Office Hours: MWF 1:00-1:45 and 3:15-4:15, TR 9:30-10:30; Or by appointment

**Image: J. Maze Burbank, “Religious Camp Meeting,” c. 1839**

This is a seminar course on American religious history and will primarily involve class discussions on assigned reading. Participation in these discussions will be mandatory. In addition to covering important topics that explain the changing nature of the religious landscape in the United States from the colonial period to the present, the course will emphasize historiography. Students will critically analyze primary and secondary sources to study the religious history of the United States, including the key themes of ... the diversity of religious experience in a pluralistic country, the relationship between religion and the state, and the interplay of belief and power. Students will complete an original research project that engages primary sources, secondary sources, and historiography.

**Course Objectives (in no particular order):**

1. Students will learn about, evaluate, and debate American religious history from the colonial period to the present.
2. Students will discover and engage the historiography of American religious history.
3. Students will analyze primary sources in American religious history.
4. Students will analyze secondary sources in American religious history.

**Required Readings:**

- R. Marie Griffith, ed., *American Religions: A Documentary History* (New York: Oxford University Press, 2007). **ISBN 9780195170450**
- Leigh Eric Schmidt, *Restless Souls: The Making of American Spirituality* (Oakland: Univ. of CA Press, 2012). **ISBN 9780520273672**
- Thomas S. Kidd, *American Christians and Islam: Evangelical Culture and Muslims from the Colonial Period to the Age of Terrorism* (Princeton: Princeton University Press, 2013). **ISBN 9780691162300**
- Elizabeth Ehrlich, *Miriam's Kitchen: A Memoir* (New York: Penguin, 1997) **ISBN 9780140267594**
- Additional online readings and handouts as listed in the course schedule.

**Requirements:**

- **Attendance, Participation, and Professional Behavior:** 50 points (including forum posts) [Assesses objectives 1 and 2.]
- **Chapter Review:** 50 points [Assesses objectives 1 and 4.]
- **Research Project:** 200 points (Proposal, Abstract, and Data File – 25 points; Introduction - 25 points; Historiography - 50 points; Final Paper – 100 points) [Assesses objectives 1-4.]
- **Simulation:** 50 points [Assesses objectives 1, 2, and 3.]
- **Exams:** 200 points (two at 100 points each) [Assesses objective 1.]

**Grading Scale:**

- A+ 550 – 539 points
- A 538 – 512 points
- A- 511 – 495 points
- B+ 494 – 484 points
- B 483 – 457 points
- B- 456 – 440 points
- C+ 439 – 429 points
- C 428 – 402 points
- C- 401 – 385 points
- D+ 384 – 374 points
- D 373 – 347 points
- D- 346 – 330 points
- F 329 and below

**Accessibility Statement:**

Students with documented or suspected disabilities that prevent full access to course resources and/or facilities should contact Faith Craig, Disability Resources Director. Find the Disability Resource Office in 209 Thompson-Clark Hall or call 724-946-7192 for more information and assistance.

**Learning and Writing Services:**

If you are having trouble in class, you are always welcome to contact me for additional help. Learning and Writing Services is another helpful resource. See <https://www.westminster.edu/academics/learning-writing-services.cfm>.

**Academic Integrity:**

An explanation of the Academic Integrity Policy is listed in your Westminster Catalog. You must submit your own work and properly acknowledge anyone else's work you use. If I determine that a student has violated this policy, they will – at a minimum – fail the assignment. (You should know that I, like most college instructors, am pretty good at detecting cheating or plagiarism. I do make use of "Turn It In.") In addition, the following might result:

"After reviewing the instructor's explanation of the violation and penalty, as well as the student's record of previous offenses, the VPAA (Vice President for Academic Affairs) will take the following additional action:

"a. FOR A FIRST OFFENSE, the VPAA may supplement the instructor's penalty with further action, up to and including suspension and permanent dismissal. . .

"b. FOR A SECOND OFFENSE, the VPAA will impose a one-semester suspension. . .

"c. FOR A THIRD OFFENSE, the VPAA will impose a penalty of permanent dismissal from the College."

**Learning Environment and Professional Behavior:**

The following guidelines revolve around respecting others' thoughts and ideas. Offenses will result in a penalty to the attendance/behavior grade or in a penalty on a relevant assignment.

- Do not speak when someone else is speaking. (That includes speaking to a neighbor during the lecture.)
- There will be no name-calling or interrupting.
- Please respect everyone's right to participate in class.
- Do not pack up your things before class is over.
- Try to arrive on time. If you know you will be habitually late, please let me know.
- Plagiarism, using another's words or ideas without acknowledging them, is unacceptable. It could result in a failing grade for an assignment or for the class. See the section on academic integrity above.
- You may use a laptop or other electronic devices to take notes in class, but you must be *taking notes*. I reserve the right to ask you to turn it off if you are using it inappropriately or disturbing other students.
- Please turn off your cell phones and keep them out of your reach. Do *not* engage in text-messaging during class.
- Walking in and out of the room during class is disruptive. Avoid it.
- Please avoid making appointments (etc.) that will require you to leave class early.
- Use common sense. **If you disrupt class repeatedly, your grade will be impacted.**

### **Attendance, Class Participation, and Forum Posts:**

A seminar course depends on the preparation, attendance, and participation of everyone. If you know you will be absent for faith-based holidays, etc., please let me know at the beginning of the semester. Your attendance grade will be assessed alongside your participation grade. To receive full credit, you should not miss more than one class. (If you do not miss class regularly for superfluous reasons, an illness should not hurt your grade.) Missing more than three sessions, however, could be detrimental. Unless an arrangement has been made with Disability Services, doctor's appointments, etc. will not be excused. If you know you will be absent for a college-sponsored event, you will need to let me know well in advance. Absences will not only negatively impact your attendance grade, but you will also miss out on quite a bit of course material, making it much more difficult to learn the material and to receive a good grade. Please make every effort to attend every class.

Much of this course will consist of class discussions about readings. You **MUST** complete the reading assignments and be prepared to discuss them in class. Pay close attention to the course schedule, which will include assignments for each day that we meet. In addition to preparing to discuss the material, post your own discussion question or comment about the reading on D2L (the "Discussions" tab) **before** class. (Posts that appear after class will not receive credit.) I will monitor and keep track of your posts. You may also use this feature to respond to your fellow students' questions. Doing so will count as participation. This is your opportunity to discuss aspects of the reading that most interest you. Your participation effort will be assessed as part of your attendance/participation/professional behavior grade. Please note that class participation will be assessed for quality as well as quantity. Comments that do not add to the overall discussion will be evaluated as such.



**At the 1893 World Columbian Exhibition in Chicago, the first World's Parliament of Religions encouraged interfaith dialog between participants who represented religious traditions across the globe. I hope that you will follow their example by doing the reading and actively participating in class discussions.**

### **Miriam's Kitchen Assignment:**

In his book *Between Heaven and Earth: The Religious Worlds People Make and the Scholars Who Study Them*, religious historian Robert Orsi explains religion as "a network of relationships between heaven and earth involving humans of all ages and many different sacred figures together. These relationships have all the complexities – all the hopes, evasions, love, fear, denial, projections, misunderstandings, and so on – of relationships between humans" (2). Our discussion of Elizabeth Ehrlich's memoir *Miriam's Kitchen* will be based on this understanding of religion. We will discuss the book on Thursday, April 20. You should bring with you to class on that day the COMPLETED (typed) discussion guide that is posted on D2L. This assignment will be assessed as part of your participation grade. I have also included suggested reading assignments in the course schedule. These are not required, but following the suggestions (and filling out the discussion guide as you read) will help you complete the book on time.

### **Exams:**

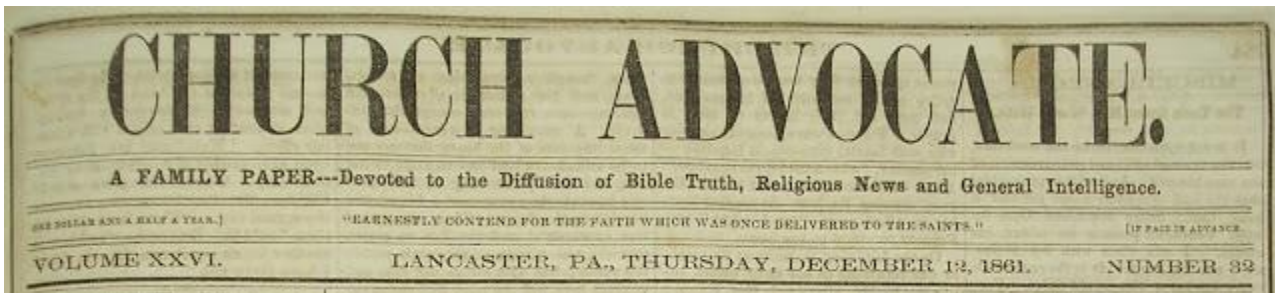
I will pass out a study sheet with five essay questions at least one month before each exam is scheduled and will ask you to complete three of the five on the day of the exam. Students who have carefully prepared by developing a clear thesis that addresses the question and by including specific examples and details ahead of time will receive better grades. The midterm and final are worth 100 points each.

### Written Assignments:

As these are formal writing assignments, grammar, style, spelling, etc. will be considered. Use footnotes or endnotes to cite your sources. If you need help, please come see me and/or consult Learning and Writing Services (see above). Upload each assignment to D2L. A late assignment will receive a letter-grade reduction. See each assignment for specific guidelines.

### *Restless Souls* Chapter Review:

You will write a three-page chapter review on *Restless Souls: The Making of American Spirituality*. Your review should identify the chapter's thesis, explain how it relates to the book's thesis, analyze the evidence used in the chapter, assess the chapter's strengths and weaknesses, and comment on what it tells us spirituality in American history. Your review will be evaluated based on how well it does these things as well as clarity of prose, grammar, etc. Double-space the review and use margins of one inch and ten to twelve-point Times New Roman font. Use footnotes or endnotes to cite your sources following CMS guidelines. Include page numbers in the upper right corner. (Remember that chapter titles are placed in quotation marks and book titles are italicized.) Upload an electronic copy of your paper to D2L by the due date. You do not need to turn in a paper copy. **Due: Tuesday, February 28.** Be prepared to discuss your review in class.



Header from the denominational news organ of the Church of God (Winebrenner), the *Church Advocate*.

### Research Paper Guidelines and Due Dates:

You will write a 13-17-page research paper (not counting your title page and bibliography) using the Readex *American Religions: Denominational Newspapers* database. Your paper will analyze the primary sources from that database as well as secondary sources. It will also incorporate the historiography of American religious history and your topic. The paper should be double-spaced. Use margins of one inch and ten to twelve-point type in Times New Roman font. You should include a title page with the title, date, name of the college, and your name. (There is a template title page on D2L.) Use footnotes or endnotes to cite your sources, and follow CMS guidelines. Single-spaced block quotations should be indented. Endnotes and bibliographic entries should also be single-spaced with blank lines between them. Separate (and alphabetize) your primary and secondary sources in your bibliography. Use arabic numerals to number every page but your title page. Place those page numbers in the upper right corner. See CMS and Turabian for help with your notes, bibliography, and any other format questions. I will post CMS handouts on D2L to help with this as well. (You may also use <https://owl.english.purdue.edu/owl/resource/717/01/>.) Individual assignments and due dates are listed below. You do not need to turn in paper copies for any of the assignments below. Instead, submit electronic copies on D2L. It is your responsibility to make sure that you have properly posted electronic copies by the appropriate deadlines! Keep an eye on your email in case there is a problem with a file you have posted and for notifications of feedback on each assignment. I will post your grade and my feedback for each assignment as a "Feedback File" on D2L, and I WILL expect you to take that feedback into account when you complete your later assignments. Students who do not do so will receive lower grades on subsequent assignments. Together, research paper assignments are worth 200 points. (The proposal and abstract are worth 25 points, the introduction 25 points, the historiography 50 points, and the final paper 100 points. Students who do not turn in a complete first draft will receive a letter grade deduction on their final papers.)

#### Components:

**Topic:** Each student will choose a denominational newspaper on the Readex database and a 19<sup>th</sup> century event, idea, etc. (A list will be provided, but this is also negotiable. We can work together to find something.) Students will investigate how their chosen newspaper covered the 19<sup>th</sup>-century topic. Choose something that interests you!

**Historiography:** Each student will explore the historiography of their topic, the denomination, and American religious history as a whole.

**Research Question and Thesis:** Each student will articulate a research question about their narrowed topic. (The question will more than likely resemble the following formula: How did [newspaper title] cover [topic] and what does that coverage say about [denomination] and 19<sup>th</sup>-century American religious history?) After identifying and assessing the sources, each student will develop a clear thesis that answers the question and reflects an argument.

Sources: Each student will identify, gather, read, and analyze both primary and secondary sources that help them address their questions. Each paper should cite AT LEAST TEN primary sources. AT LEAST TEN secondary sources should be cited. Consider ten primary and ten secondary sources the minimum. You should use as many sources as necessary to support your argument, and your grade will reflect those efforts. For this assignment, most of your primary sources will probably be newspaper articles, but you may use others. Primary sources from any scholarly press are acceptable. If you find websites with primary sources, send me the links via email so that I may approve them. You may use any of the documents found in the Griffith book. I will also be requiring you to insert your primary source newspaper data into an Excel file that is posted on D2L. Use good, ACADEMIC secondary sources. You should use BOTH monographs (a book on a specific topic) AND journal articles. Avoid using secondary sources from the Internet. Remember that the library may or may not have the sources you wish to use. GIVE YOURSELVES TIME TO MAKE USE OF INTERLIBRARY LOAN. (Interlibrary loan books are typically lent out for a period of one month.) Citations should follow CMS guidelines.

**Abstract:** You will write an abstract that describes your topic, question, method, and conclusions.

**Bibliography:** Separate primary and secondary sources in your bibliography and properly format your entries. Your bibliography should include AT LEAST TEN primary sources and AT LEAST TEN secondary sources.

**Submission Instructions and Deadlines:** Submit electronic copies of your proposal, abstract, data file, historiography, introduction, first draft, and final draft by uploading the files to D2L. No paper copies are required.

**Proposal:** Your proposal will consist of two parts. First, using complete sentences and paragraphs, describe your topic. Explain why it is important to the historical scholarship on American religious history (mentioning a few relevant secondary sources is a good idea). It should also include your research question and an initial, “suspected” thesis that answers the question. See above for advice about your research question. Note that since you will probably not be finished with your research at this point, you should bear in mind that your thesis could change. Do NOT let an initial hypothesis drive your research. In other words, don’t sift through the evidence looking for things that support an argument. Read the evidence with your question in mind. Draft your final thesis once you have examined your evidence. Your proposal should identify the most important primary sources you will use. This first part of your proposal will be about one page in length. The second part of your proposal should include your preliminary bibliography. (Use the “page break” feature in Word to begin your bibliography on a new page. Make sure that “Bibliography” appears at the top of the page.) Separate your primary and secondary sources and alphabetize your sources in each section. Use Turabian and/or *The Chicago Manual of Style* to guide you in properly formatting your entries. Your preliminary bibliography should include AT LEAST FIVE primary sources and AT LEAST FIVE secondary sources. I will post a sample bibliography on D2L to help you format your own. Your proposal, TOGETHER with your abstract and data file, is worth 25 points. You will not receive a grade until after you turn in your abstract and data file, since I will be grading the two assignments together. Ultimately, your proposal will be assessed on the content and format of your bibliography, on how well the narrowed topic and question demonstrate an understanding of the topic, on the relevance and clarity of the thesis, on the quality of the evidence, on the clarity of its prose, and on grammar. **Due Tuesday, January 31.**

**Abstract and Data File:** Write an abstract of no more than 200 words. Your abstract should concisely explain your topic, thesis, and major conclusions. Include a statement about the importance of your research, the *problematik* or question, the method and/or significant evidence you are using, and the thesis and conclusions. The following link provides some helpful advice and examples: <http://writingcenter.unc.edu/handouts/abstracts/>. Turn in the Excel file with your primary source data at the same time you submit your abstract. You should have data on AT LEAST ten articles from your chosen paper. The patterns you uncover from that data should inform your thesis. Your abstract and data file will be assessed with your proposal. Together, they are worth 25 points. I will assess your abstract on how well your topic and question show an understanding of American religious history, on the clarity of the thesis, on how well it reflects the significance of your research, on its clarity of prose, and on grammar. **Due Tuesday, February 14.**

**Historiography:** Your historiographical essay should be between four and five pages long. It should discuss AT LEAST FIVE of the secondary sources you are using in your research project. At least two of those sources should be about the denomination you have chosen. The other three should be about your topic. Use footnotes or endnotes to cite the sources. (You do not need to turn in a bibliography for this assignment.)

- Once you have gathered your secondary sources, READ THEM. As you do so, take notes on the major arguments and the evidence used in each piece.
- Next, organize the material. Consider the dates of the sources, the authors’ backgrounds, the kinds of evidence used (Did the author[s] make use of newly uncovered evidence, for example?), the historical approach (Are the works primarily intellectual history? Cultural? Social? Political? Economic? Diplomatic?), and where the pieces fit into the general historiography of American religious history. (Do they take an older, “church history” approach, for instance?)

- Finally, write your essay. Discuss your sources in a way that reflects your organization of the arguments. You will want to clearly explain the argument[s] of each source. Are the sources' arguments similar? Different? How? What are the strengths and weaknesses of each piece? Are there any overall themes that are present in all your sources? At the end of your essay, include a paragraph that explains how YOUR research will fit into the scholarship that you just discussed. How is it different? In what ways is it similar? How will it add to our understanding of American religious history in the 19<sup>th</sup> century?

Your historiographical essay will ultimately be included into your paper after the introduction. It is worth 50 points. I will assess it based on the quality of the sources used, on how well the arguments and evidence of the sources are analyzed and organized, on how well it reflects an understanding of the topic and American religious history, on its clarity of prose, and on grammar. **Due Tuesday, February 21.**

Introduction: Turn in your introduction. It should include a hook (a quotation or story that helps you introduce your topic), a description of your topic and research question, and your thesis and major conclusions. Your introduction does NOT have to be a paragraph long. In a paper of this length, an introduction of 1-2 pages is certainly appropriate. To best highlight your thesis, include it at the end of the introduction. Your thesis does NOT have to be limited to one sentence. Since your thesis should specifically address your question, you might need to include a thesis that is more than one sentence long. You may also want to preview your main points somewhere in your introduction. Your introduction is worth 25 points. I will assess it based on how well it utilizes an appropriate hook, on how well it introduces the topic and question, on the quality of the thesis, on its clarity of prose, and on grammar. **Due Thursday, March 23.**

OPTIONAL Outline: If you would like feedback on your outline, you may upload it to D2L by **Thursday, March 23**. There is a sample outline posted on D2L that you may use if you find it helpful.

First Draft: When analyzing your primary source evidence, remember to ask basic questions that reflect critical thinking. (Who is the author? When and where was the source written? Who was the probable audience? What are the author's main points? Does the author have any biases? What is the significance of the document to your topic and question?) When you incorporate your primary source evidence into your draft, make sure to answer these questions in the text if they are relevant to your analysis. You should also remember to introduce authors of secondary sources when you summarize, paraphrase, or quote their conclusions. After your introduction, space down one line before inserting your historiographical essay (making any adjustments necessary to ensure that your paper flows nicely). Space down one line again after your historiography before beginning the body of your draft. Be sure to re-read the paper guidelines above before turning in your draft. Include your bibliography at the end of your draft. (Use the "page break" function in Word to begin your bibliography on a new page.) **If you do not turn in a complete first draft on time, I will apply a letter-grade reduction to your final paper.** Neglecting to turn in a first draft prevents you from receiving adequate feedback to improve your final paper. **Due Tuesday, April 11.**

Final Paper: **Due Wednesday, May 10 at noon to D2L.** Please make sure to check your email for the next few days after submitting your paper in case there was a problem with the upload.

Assessment: My evaluation of your paper will reflect how well you have demonstrated knowledge of your denomination and topic, the clarity of your thesis, your historiographical understanding of the secondary source literature, your skill in analyzing your primary and secondary sources, the quality of the bibliography, and the quality and clarity of your organization and prose. Your grade will also take into account your performance in planning and revising your project over the course of the semester. See D2L for a rubric.

### Historiography Simulation:

Students will simulate a fictional historical conference about American religious history. All students will be expected to conduct research outside of class, present and participate actively in the simulation in class, and submit brief written assessments. Each student will represent one historian. After researching the historians' conclusions and work, students will debate historiographical questions. Additional instructions and guidelines are posted on D2L, as is the form I will use to evaluate student work. The simulation grade is worth a total of 50 points.



**Juliann Jane Tillman was a preacher in the African Methodist Episcopal Church. It took a lot of courage for women to preach in the 19<sup>th</sup> century, since they faced so much opposition. Preparing as well as Tillman must have to present your assigned historian's perspective in the simulation will earn you a good grade!**

### Extra Credit Opportunities:

I will sometimes announce extra credit opportunities in class or via email, but I do not offer extra credit to individuals that I do not also make available to everyone else. (Please do not ask.)

### Other Items of Note:

- For the most part, I do **not** post Power Point slides or my notes. If you miss class, it is your responsibility to keep up with the reading and to borrow the notes from someone. The outlines in class are only meant to aid your note taking. Do not assume that you only need to write down what appears on the slides. Part of critical thinking involves listening for and identifying points of significance. Please ASK if you need me to slow down, pause, or repeat something. I'm willing (even eager) to clarify or discuss points and questions. Since this is a discussion-based class, there will be fewer lectures. You should learn how to take notes during class discussions and do so.
- I frequently send out important email announcements. In addition to checking the syllabus every day for the reading assignment, you should form a habit of checking your Westminster email account at least once a week. Checking it daily is better!
- You should assume that it will take me at least one week to return exams and papers. I grade electronic assignments in the order they were submitted. The sooner you post, the sooner you will receive feedback. If you miss class the day I hand back paper assignments, you may ask me for those at the end of the next class you attend. After returning your work, I will post the grades on D2L. Please note that I do not assign attendance/participation grades until the very end of the semester.
- If Westminster cancels classes, please check your email account for updates. If the weather is bad and Westminster does not cancel classes, I still might cancel on my own. On those days, you should check your email before coming to class, since I will certainly send out a message if I do cancel. Due dates and exam dates are liable to be changed if weather interferes or for other unforeseen reasons. You are responsible for knowing about and adhering to any changes.
- Please bring the appropriate books to class so that you can reference them during our discussions. I do not expect students to memorize what they have read, so it makes me happy to see students flipping through the reading to locate ideas and find information during class sessions. If a reading is posted on D2L, you are responsible for either printing a copy and bringing that to class or pulling the reading up on a laptop, tablet, etc. during class. (Do not use your cell phone for this purpose. If you need to print readings but your printing allowance has run out, let me know. We will work something out.) **Bring the Griffith book to class EVERY session.**

**Course Schedule:**

Tuesday, January 17 – **Course Introduction**

Thursday, January 19 – **Historiography and the Religious History of the United States**  
Read: Griffith pp. xx-xxiv AND Kidd pp. xi-xviii

\*\*\*\*\***Colonial Settlement to the 1730s**\*\*\*\*\*

Tuesday, January 24 – **Contact, Settlement, and Faith**  
Read: Griffith pp. 1-37  
Suggested: Introduction to *Miriam's Kitchen*

Thursday, January 26 – **Colonial America Case Study: Anne Hutchinson**  
Read: Griffith pp. 37-63  
Suggested: *Miriam's Kitchen* “September: Longing”

Tuesday, January 31 – **Native American Conflict and Challenges to the Order**  
Read: Griffith pp. 63-90  
**Due: Research Paper Proposal**

Thursday, February 2 – **American Pluralism and Religious Interaction: Early American Christians and Islam**  
Read: Kidd chapter 1  
Suggested: *Miriam's Kitchen* “October: Diaspora”

\*\*\*\*\***Revival, Revolution, and the Enlightenment**\*\*\*\*\*

Tuesday, February 7 – **Revivalism and the Great Awakening**  
Read: Griffith pp. 91-109  
Suggested: *Miriam's Kitchen* “November: Native Ground”

Thursday, February 9 – **Slavery, Missionaries, and Faith on the Cusp of a Revolution**  
Read: Griffith pp. 121-148  
Suggested: *Miriam's Kitchen* “December: Inheritance”

Tuesday, February 14 – **Religious Liberty in a New Country**  
Read: Griffith pp. 148-162  
**Due: Abstract and Data File**

\*\*\*\*\***From New Republic to Divided Nation, 1800-65**\*\*\*\*\*

Thursday, February 16 – **American Pluralism and Religious Interaction: The Barbary Wars, the Last Days, and Islam in Early National America**  
Read: Kidd chapter 2  
Suggested: *Miriam's Kitchen* “January: Obligation”

Tuesday, February 21 – **The Second Great Awakening, New Theologies, and Nineteenth-Century Religious Experience**  
Read: Griffith pp. 163-172, 189-213  
**Due: Historiography**

Thursday, February 23 – **Majority and Minority Religious Experiences in Nineteenth-Century America**  
Read: Griffith pp. 183-189, 245-262, AND the introduction to *Restless Souls*  
Suggested: *Miriam's Kitchen* “February: Observance”

Tuesday, February 28 – **Discussion of *Restless Souls: The Making of American Spirituality***  
Read: Your assigned chapter in *Restless Souls*  
**Due: *Restless Souls* Chapter Review**

Thursday, March 2 – **American Pluralism and Religious Interaction: Foreign Missions to Muslims in Nineteenth-Century America**

Read: Kidd chapter 3

Suggested: *Miriam's Kitchen* “March: Miracles”

Tuesday, March 7 – **Religion and the Slavery Debate**

Read: Griffith pp. 213-244

Suggested: *Miriam's Kitchen* “April: Female Religion”

Thursday, March 9 – **Exam #1**

Tuesday, March 14 – **No Class – Spring Break**

Thursday, March 16 – **No Class – Spring Break**

\*\*\*\*\***Science, Immigration, and Consumer Capitalism, 1865-1920**\*\*\*\*\*

Tuesday, March 21 – **Science, Religion, and the Turn of the Twentieth Century**

Read: Griffith pp. 283-301

Suggested: *Miriam's Kitchen* “May: Decisions”

Thursday, March 23 – **Consumer Capitalism, Religion, and the Turn of the Twentieth Century**

Read: Griffith pp. 301-321

**Due: Introduction and Outline (The outline is optional.)**

Tuesday, March 28 – **Immigration, Religious Diversity, and the Turn of the Twentieth Century**

Read: Griffith pp. 321-323, 341-365, 382-389, 402-416

Suggested: *Miriam's Kitchen* “June: The Life Force”

Thursday, March 30 – **American Pluralism and Religious Interaction: Samuel Zwemer, World War I, and “The Evangelization of the Moslem World in This Generation”**

Read: Kidd chapter 4

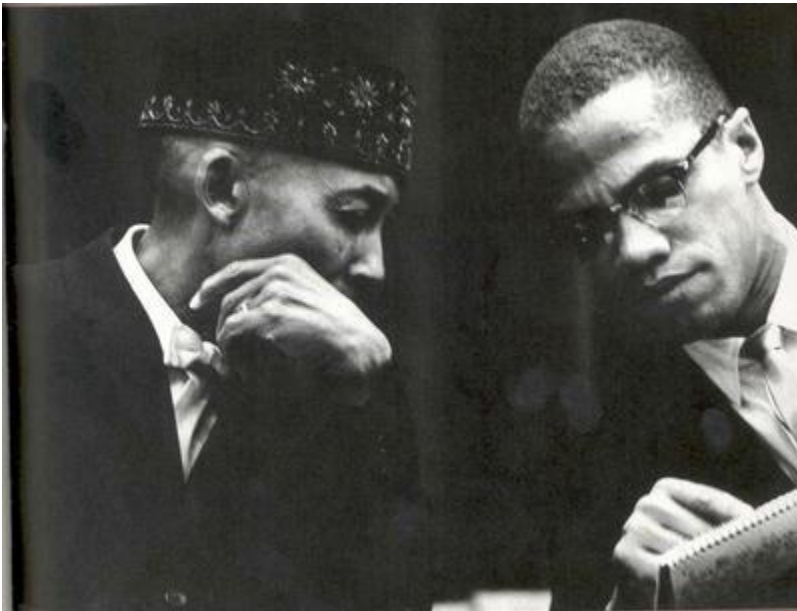
Suggested: *Miriam's Kitchen* “July: Community”

\*\*\*\*\***From Fundamentalism to Civil Rights, 1920-65**\*\*\*\*\*

Tuesday, April 4 – **From Fundamentalism to Civil Rights in the Middle of the Twentieth Century**

Read: Griffith p. 417 AND two pieces from Part V

Suggested: *Miriam's Kitchen* “August: Words and Deeds”



[Elijah Muhammad and Malcolm X](#)

Thursday, April 6 – **From Fundamentalism to Civil Rights in the Middle of the Twentieth Century**

Read: Griffith (two pieces from Part V)

Suggested: *Miriam's Kitchen* "September: Continuity"

Tuesday, April 11 – **American Pluralism and Religious Interaction: Christians Respond to Muslims in Modern America**

SKIM Kidd chapters 5 and 6

**Due: Research Paper Draft - If you do not turn in a complete first draft on time, I will apply a letter-grade reduction to your final paper.**

Thursday, April 13 – **No Class – Easter Break**

Tuesday, April 18 – **No Class – Monday Classes Meet**

\*\*\*\*\*Pluralism after 1965\*\*\*\*\*

Thursday, April 20 – **Discussion of *Miriam's Kitchen***

Read: Finish *Miriam's Kitchen*

**Due: *Miriam's Kitchen* Assignment**

Tuesday, April 25 – **Multiplicity, Pluralism, and Conflict after 1965**

Read: Griffith pp. 535-536 AND two pieces from Part VI

Thursday, April 27 – **Multiplicity, Pluralism, and Conflict after 1965**

Read: Griffith (two pieces from Part VI)

Tuesday, May 2 – **American Pluralism and Religious Interaction: American Christians and Islam at the End of the Twentieth Century to Post-September 11**

Read: Kidd chapters 7 and 8

Thursday, May 4 – **Historiography Simulation**

**Due by 11:00 a.m.: Simulation Paper (See the guidelines on page 5 above and on D2L.)**

**Monday, May 8 (3:00 pm – 5:30 pm) – Final**

**Wednesday, May 10 at 12:00 p.m. – Final Paper Due to D2L!!** (Please check your email after posting in case there is a problem with your upload.)



The semester's over! Basketball, anyone? This is a photo of the 1927 Young Men & Women's Hebrew Association Girls' Basketball Team (Pittsburgh).