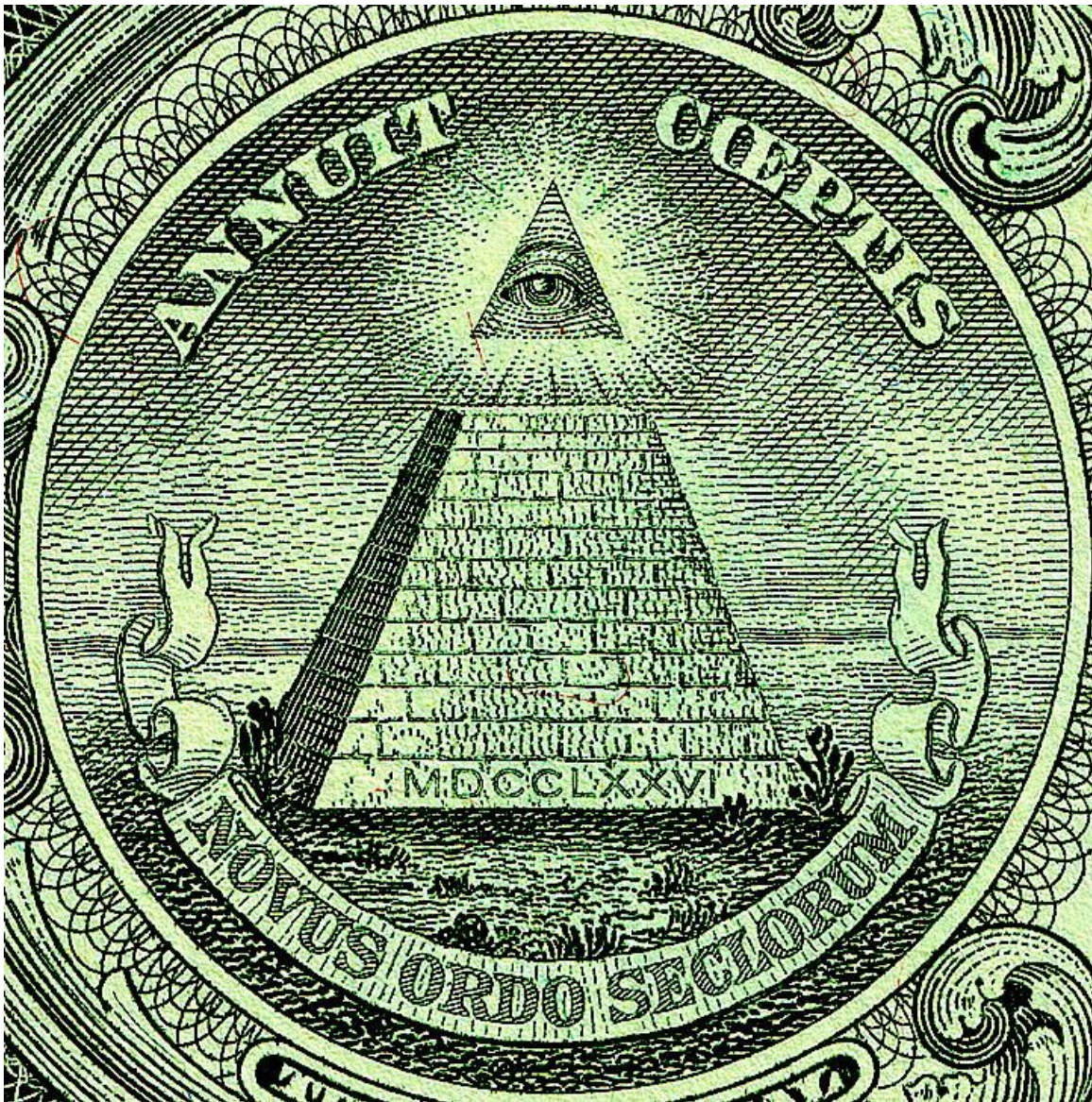


# Religion in America:

## One Nation Under God(s)?

PHR-410/INT-536RA / Spring 2019

Phillips Academy



**Instructor:** Mr. Prescott  
**Location:** Chapel 015  
**Email:** kprescott@andover.edu

## COURSE DESCRIPTION

In contemporary American public life, religion is everywhere, and the United States is considered one of the most religious countries in the world. This course will examine the role of religion in American history and politics, from colonial times to the present day. Questions to be addressed include: Is America a Christian country? What role did religion play in the founding of America? Did the founding documents seek to create a separation of church and state? How were religious arguments used to justify or challenge slavery? What are the causes of the rise of fundamentalism in the 20th century? What, looking forward, is America's religious identity in an increasingly diverse and pluralistic society?

## COURSE REQUIREMENTS, EVALUATION, AND POLICIES

### I. Required Texts:

1. John Corrigan and Lynn S. Neal, eds., *Religious Intolerance in America: A Documentary History* (Chapel Hill, NC: University of North Carolina Press, 2010)
2. Steven Waldman, *Founding Faith: How Our Founding Fathers Forged a Radical New Approach to Religious Liberty* (New York: Random House, 2009).
3. Additional readings will be made available as handouts in class and posted on Canvas

**II. Assessment and Evaluation** - The final grade you receive in this course should reflect your *understanding* of the subject matter. To that end, there are three summative assessments that will increase in value as the term (and your knowledge) develops:

- **Unit 1 Essay: Delegate Position Statement (25%)** - Due Friday, April 5
- **Unit 2 Essay: Supreme Court Project (35%)** - Due Tuesday, May 7th
- **Unit 3 Essay: Supreme Court Ruling/Suit (40%)** - Due TBD

**III. Revisions** - Making mistakes is not just an important component of the learning process: it is a *necessary* one. Indeed, we learn best when we have the opportunity to reflect on *why* we made certain mistakes and then respond accordingly. With that in mind, you may choose to revise any essay/project in the course. When completing a revision, you must also submit responses to the revision reflection questions with the revised draft (see Canvas). Once the revision is submitted, the grade of the revised essay will replace the original grade on the assignment. Please note that assignments receiving less than a 4- must be revised.

**IV. Habits of Work** - What exactly are good work habits? These are things like doing your homework, showing up to class on time, participating in discussions, keeping up with your journal, collaborating with your peers, coming to conference period, starting your essays early, revising essays, and engaging in regular communication. It shouldn't come as a surprise that good habits of work often lead to a stronger performance on formal assessments, which is why you will receive a "Habits of Work" grade at the midterm

and at end of the course. This grade **does not** factor into the calculation of the final grade in the course, but I think you will find that they are closely related. Specifically, the “Habits of Work” grade is meant to help you locate and address various factors that might be influencing and/or shaping your performance on formal assessments.

**a. Participation** - Active participation in class discussions and other classroom activities is one of the best ways to deepen your understanding of the subject matter in this course (see “Habits of Work” above). This means that you should come to class prepared and ready to engage with your peers. While you will not receive a formal grade for participation, you will receive regular feedback from me on how best to develop and hone this component of your learning process.

**b. Student Journal** - In order to develop the understandings necessary for success on formal assignments, you will need to engage with the subject matter of this course on a regular basis (again, see “Habits of Work”). To help facilitate said engagement, all students are expected to maintain a journal (on Google Docs) that houses responses to assigned readings, in-class prompts, and other informal writing. The student journal is **not** graded, though you will receive regular feedback from me on these entries.

**V. E-mail/Technology** – Two words on technology: first, there is good research showing that even the presence of a turned-off cell phone on a person’s desk reduces their cognitive functioning. Because we are here to learn, I ask that you drop your phone off at “Cell Phone Daycare” when you enter the classroom. Take some time to talk to others in the room! Second, I kindly ask that you limit e-mail use to requests for in-person meetings or to communicate emergencies. I will respond to these e-mails within 24 hours, though please note that any e-mail sent after 7:00 PM will not receive a response until the following morning. Please plan ahead!

**VI. Absences** - There are many legitimate reasons why you may need to miss class. Andover is a busy place! I first and foremost ask that you communicate with me if you aren’t going to be present. For absences related to religious observances, please contact Ms. Ralston ([gralston@andover.edu](mailto:gralston@andover.edu)) to have the absence excused. In the event of illness, please coordinate with Skyes. For college visits, please coordinate with the Dean of Students Office.

**VII. Accommodations** – Students with learning, physical, or psychiatric disabilities who may require accommodations in the classroom are encouraged to contact Dr. Warner ([lwarner@andover.edu](mailto:lwarner@andover.edu)) at the Academic Skills to receive appropriate documentation.

## SCHEDULE OF ASSIGNMENTS

(SUBJECT TO CHANGE)

### *Unit 1: Religious (In)Tolerance and Colonial America*

#### WEEK 1 – THE COLONIZATION OF AMERICA

##### **TUESDAY, MARCH 19 – INTRODUCTION TO THE AMERICAN RELIGIOUS LANDSCAPE**

- No assigned readings

##### **WEDNESDAY, MARCH 20 – RELIGIOUS INTOLERANCE IN COLONIAL AMERICA**

- Read: Steven Waldman, “Christian America,” in *Founding Faith: Providence, Politics, and the Birth of Religious Freedom in America* (New York: Random House, 2008), 3-17.

##### **FRIDAY, MARCH 22 – MASSACHUSETTS BAY AND THE “AMALEKITES”**

- Read: John Corrigan and Lynn S. Neal, “Religious Intolerance in Colonial America,” “The Amalekites in Old Testament Accounts,” and “Colonial Depictions of Native Americans as Amalekites,” *Religious Intolerance in America: A Documentary History*, eds. John Corrigan and Lynn S. Neal (Chapel Hill, NC: University of North Carolina Press, 2010), 17-27, 31-33.
- Read: John Winthrop, “A Modell of Christian Charity,” in *Religious Intolerance in America: A Documentary History*, eds. John Corrigan and Lynn S. Neal (Chapel Hill, NC: University of North Carolina Press, 2010), 29-31.

#### WEEK 2 – PROTESTANT RELIGIOUS FREEDOM

##### **TUESDAY, MARCH 26 – A CANAANITE PERSPECTIVE**

- Read: Robert Allen Warrior, “A Native American Perspective: Canaanites, Cowboys, and Indians,” in *Biblical Studies Alternatively*, pp. 400-405.

##### **WEDNESDAY, MARCH 27 – THE EXODUS AND ENSLAVED AMERICANS**

- Read: Albert J. Raboteau, “African Americans, Exodus, and the American Israel,” in *Religion and American Culture: A Reader*, ed. David G. Hackett (New York: Routledge, 2003), pp. 75-88.

##### **FRIDAY, MARCH 29 – THOMAS JEFFERSON AND RELIGIOUS FREEDOM**

- Read: Steven Waldman, “Thomas Jefferson,” in *Founding Faith: How Our Founding Fathers Forged a Radical New Approach to Religious Liberty* (New York: Random House, 2008), pp. 72-85.
- Read: Thomas Jefferson, “Bill for Establishing Religious Freedom,” in *A Documentary History of Religion in America to 1877* (Grand Rapids, MI: William B. Eerdmans, 2003), 229-232.

#### WEEK 3 – THE FORGING OF THE FIRST AMENDMENT

##### **TUESDAY, APRIL 2 – RESEARCH WORKSHOP**

- Note: Each student will be assigned a delegate from the first Continental Congress to research in preparation for a simulation of the drafting of the First Amendment

##### **WEDNESDAY, APRIL 3 – RESEARCH WORKSHOP**

- Note: Each student will be assigned a delegate from the first Continental Congress to research in preparation for a simulation of the drafting of the First Amendment

**FRIDAY, APRIL 5 – FIRST AMENDMENT SIMULATION**

- Due: Delegate position statement on religious freedom

*Unit 2: The First Amendment in Practice*

**WEEK 4 – RELIGIOUS LIBERTY TESTED: MORMONISM AND CATHOLICISM**

**TUESDAY, APRIL 9 – INTERPRETING THE FIRST AMENDMENT**

- Listen: “The More Perfect Album: Episode 1,” *More Perfect* (September 18, 2018)

**WEDNESDAY, APRIL 10 – RITUAL PURITY AND SECULAR DEFILEMENT**

- Read: Mary Douglas, “Secular Defilement,” *Purity and Danger: An Analysis of Concept of Pollution and Taboo* (New York: Routledge, 1966), pp. 36-50.

**FRIDAY, APRIL 12 – MORMONISM: THE AMERICAN RELIGION**

- Read: John Corrigan and Lynn S. Neal, “Anti-Mormonism,” *Religious Intolerance in America: A Documentary History*, eds. John Corrigan and Lynn S. Neal (Chapel Hill, NC: University of North Carolina Press, 2010), 73-81.
- Read: “Joseph Smith Recounts His First Vision,” in *A Documentary History of Religion in America to 1877* (Grand Rapids, MI: William B. Eerdmans, 2003), 338-341.

**WEEK 5 – RELIGIOUS (IN?)TOLERANCE IN THE 20TH CENTURY**

**MONDAY, APRIL 15 – PATRIOTS DAY**

- Note: Classes do not meet

**TUESDAY, APRIL 16 – PHR DEPARTMENT DAY**

- Note: Class does not meet

**WEDNESDAY, APRIL 17 – TESTING THE FIRST AMENDMENT: REYNOLDS V. UNITED STATES**

- Read: [\*Reynolds v. United States\*](#) (1878)

**THURSDAY, APRIL 18 – NON-SIBI DAY**

- Note: Classes do not meet

**FRIDAY, APRIL 19 – NO CLASS**

- Note: Friday runs on a Thursday schedule

**WEEK 6 – RELIGION AND THE SUPREME COURT**

**TUESDAY, APRIL 23 – THE RISE OF IRISH CATHOLICISM**

- Read: John Corrigan and Lynn S. Neal, “Anti-Catholicism,” in *Religious Intolerance in America: A Documentary History* (Chapel Hill, NC: University of North Carolina Press, 2010), pp. 49-55.
- Read: Selected Primary Sources

**WEDNESDAY, APRIL 24 – EVERSON V. BOARD OF EDUCATION**

- Read: *Everson v. Board of Education* (1947)

**FRIDAY, APRIL 26 – TBD**

- Due: TBD

### WEEK 7 – SUPREME COURSE CASE PROJECT

#### TUESDAY, APRIL 30 – RESEARCH WORKSHOP

- Due: TBD

#### WEDNESDAY, MAY 1 – RESEARCH WORKSHOP

- Due: TBD

#### FRIDAY, MAY 3 – EBI FRIDAY

- Note: Class does not meet

## *Unit 3: Beyond Protestant America*

### WEEK 8 – RELIGIOUS FREEDOM AND NATIVE AMERICANS

#### TUESDAY, MAY 7 – THE INDIAN OF THE AMERICAN IMAGINATION

- Due: Supreme Court Case Project

#### WEDNESDAY, MAY 8 – INDIAN RELIGIOUS FREEDOM?

- Read: Carter Revard, “Report to the Nation: Claiming Europe,” *Writing the Cross Culture: Native Fiction on the White Man’s Religion*, ed. James Treat (Golden, CO: Fulcrum Publishing, 2006), pp. 4-8.

#### FRIDAY, MAY 10 – SACRED SPACE AND THE FIRST AMENDMENT

- Read: Vine Deloria Jr., “Sacred Lands and Religious Freedom,” *For This Land: Writings on Religion in America* (New York: Routledge, 1999), pp. 203-213.

### WEEK 9 – LYNG AND THE CHALLENGE OF SACRED LAND

#### TUESDAY, MAY 14 – LYNG V. NORTHWEST: DISSENT

- Read: Justice O’Connor, Majority Opinion, [\*Lyng v. Northwest Indian Cemetery Protective Association\*](#)

#### WEDNESDAY, MAY 15 – LYNG V. NORTHWEST: DISSENT

- Read: Justice Brennan, Dissenting Opinion, [\*Lyng v. Northwest Indian Cemetery Protective Association\*](#)

#### FRIDAY, MAY 17 – WACO AND THE BRANCH DAVIDIANS

- Read: John Corrigan and Lynn S. Neal, “Branch Davidians and Waco: The Culmination of Religious Intolerance,” *Religious Intolerance in America: A Documentary History*, eds. John Corrigan and Lynn S. Neal (Chapel Hill, NC: University of North Carolina Press, 2010), 215-219.

### WEEK 10 – NEW RELIGIOUS MOVEMENTS AND RELIGIOUS INTOLERANCE

#### TUESDAY, MAY 21– TBD

- Due: TBD

#### WEDNESDAY, MAY 22 – TBD

- Read: TBD

#### FRIDAY, MAY 24 – TBD

- Due: Final Paper

### WEEK 11 – FINALS WEEK

**MONDAY, MAY 27 – MEMORIAL DAY**

- Note: Classes do not meet

**THURSDAY, MAY 30 – SUPREME COURT TRIAL**

- Due: TBD