

Office Hours, Franklin and the Revivals, Waco Assignment, reread

Winter 2005
Office: 323 Leighton Hall
Office hrs.: Tuesday 2:00

Prof. Susan (Bales) Ridgely
Ph: x-7240
e-m: baless@uwosh.edu

Religion 140: American Religion and Culture

Course Description: Religion and American Culture This course explores the colorful, contested history of religion in American culture. While surveying the main contours of religion in the United States from the colonial era to the present, the course concentrates on a series of historical court cases that reveal tensions between a quest for a (Protestant) American consensus and an abiding religious and cultural pluralism.

Required Texts:

Albanese, America: Religions and Religion 5th ed.
Hackett, David ed. Lived Religion and American Culture 2nd ed.

Course Requirements

****I expect that all the work you submit will be your own. Violate this expectation at your own risk.**

Class participation: Religion is of the most difficult things to talk about in our culture. This fact may be particularly true in this class when we are looking at heated court cases which necessitate passion and disagreement. So, the most important thing to say about class participation is that it be thoughtful, challenging, and respectful. Part of learning is to try to see things from other people's perspectives. Often times this task is difficult and uncomfortable, but so many times this is exactly when real learning happens. Realizing that each of us comes to class with different experiences and that what may seem inconsequential to one of us may be profoundly important to another makes it all the more important that each of us offers his or her comments in an informed and thoughtful, yet still challenging manner.

On the pragmatic side, participation includes both regular attendance and reading the assigned material before you arrive. You must come to class prepared to discuss what you have read. For those of you who are shy, be reassured that it is not just the quantity of your participation that matters. Fewer comments that show a careful and thoughtful reading of the texts are important.

Caucus: To help me design class meetings more effectively (and to ensure that we are all ready to discuss the day's issues in an informed way) you are required to submit weekly caucus reflections. I will divide the class into a Monday group, a Wednesday

group, and a Friday group. For each week on each student needs to turn in a caucus as that Monday, Wednesday, Friday begins—Midnight before class. you each need to submit one thoughtfully-crafted paragraph that addresses one of the issues listed in the syllabus for that reading. You must conclude this paragraph with one thought-provoking question that you would like to address in that day's discussion. Your responses need not be extensive or overly-eloquent, but they should show that you have reflected on the readings and that you have a good command of the English language. You should not write only a one-sentence question or comment, but rather you should provide context for your question, explaining (for example) what the issue is, why it is important, what is at stake, and (perhaps) how you might answer it. Your responses will help me to tailor each class to your interests. You have 1 pass. Use it wisely.

Thought paper 1: 3-4 pgs (10%) Due 1/19—After having read Jefferson and Locke return to either the Ann Hutchinson and re-write the verdict in accordance with the Jefferson's rules of toleration in mind. As you were writing what aspects that you changed to allow the verdict to reflect the ideals of tolerance do you think still exist today? Stay tuned for how the First Amendment and later court decisions would continue to alter verdicts

Thought paper 2: 3-4 pgs (15%)—your presentation is worth 5% of the grade--analyzing an aspect of one of the trials we will discuss in our section on the public schools February 14 & 16. For this assignment you will choose a trail and create a presentation to teach the rest of the class about this case. You will want to include the facts of the case, why you think the court decided as it did, and what it meant for future cases. As part of that presentation you will want to have an analysis of the case from an agnostic reporter, Christian (Protestant or Catholic depending on what seems most appropriate to your case), Jewish observer as well as an observer from the religion the parties involved.

For the paper you will provide a brief summary of the case from the viewpoint of your observer. What would he or she think about the lawyer's arguments and the verdict? What would he or she want to add that had been left out of the arguments? What is the verdict's consequence for your observer?

Mini-thought Exercise 2pgs (5%) What caused the disaster at Waco?

Midterm: The midterm will be in-class. It will combine identifications, short answer, and essay.

The midterm will serve to ensure that everyone has a basic level of competency with key terms, ideas, and issues upon which we will build for the rest of the term.

Final: The final will be take-home. Both of them will require some creativity as well as a mastery of the concepts and methods we will have discussed in class. You will receive the final in the penultimate class of the term.

Grading

Participation 10%
Caucus 10%
Thought Papers 30% (1/19,
Midterm 20% (2/4)
Final 30%

Class Schedule and Assignments

1/3 Intro

1/5 Survey of the field: Finding a Starting point

Readings: Examine the Table of Context and index (attend to the number of references to men

and women in particular) of Albanese .

Tweed, "Introduction" [e-reserve] (For a good example of Tweed's retelling see: Braude, "Women's History Is American Religious History," Hackett)

Carter, "A Culture of (Dis)belief"[COLLAB] pgs 1-10 of pdf

Issues: What is Tweed criticizing in his essay? How does he imagine the telling of American

religious history? What is the metaphor he uses? How effective is it? How might Albanese and Tweed criticize each other? Where does the kind of belief that Carter argues for fit in the telling of American religious history? Is there space for it in our story of tolerance?

I. THE COLONIES BEFORE RELIGIOUS TOLERATION

1/7 Worlds of Wonder

Readings: Albanese, 109-124

Hall, "A World of Wonder," Hackett

The Examination of Ms. Ann Hutchinson,

<http://personal.pitnet.net/primarysources/hutchinson.html>

Issues: What does religion look like in colonial New England? What are the charges against

Anne Hutchinson? How does AH respond to the charges? What religious views emerge in

the trial? What really gets AH into trouble with the colony?

1/10 Revivalism VISIT TO SPECIAL COLLECTIONS

Readings Albanese, 149-159

Spiritual Travels of Nathan Cole, Excerpts [Handout]

Gaustad, "Revivals" (George Whitefield, excerpts), [e-reserve]

Optional: Lambert, "Pedlar in Divinity": George Whitefield and the Great Awakening, 1737-

1745 [E-Reserve]

Issue: How would you describe Whitfield's sermons? How did sermons like this and the revivals in which they were given affect Cole? Were these revivals universally appealing? How did the revivals change religion in the colonies? How did the revivals change how the colonies saw themselves?

II. Outside Tolerance: Slave Religion and Rebellion

1/12 Slavery: Is there Tolerance: a Reshaping of Religion

Readings: Albanese, Chapter 6 pages, 191-201; Raboteau, "African Americans, Exodus, and the American Israel," Hackett; Joyner, "Believer I Know," Hackett; Peter Randoulph, "Plantation Churches: Visible and Invisible"[e-Reserve]; Sister Kelly, "Proud of that 'Ole Time Religion"[e-reserve],

Issues: How would you describe slave religion? How did slaves interpret Christianity? How do we understand the power of the Great Awakenings to slaves in the South? What is the "Invisible Institution"? What, if anything, remained of the slaves African heritage? What is the role of the spiritual?

1/14 Religion and Rebellion: The Trial of Nat Turner:

Readings: Confessions of Nat Turner

<http://docsouth.unc.edu/turner/turner.html>

Nat Turner sources in [e-reserve]

Issues: How do we understand Nat Turner's vision? What does it tell us about the power of religion? Was this a religiously significant event? How does it affect religious life among the slave communities? Is Christianity a means for resistance or an "opiate of the masses"?

III. RELIGIOUS TOLERANCE: THE PROMISE AND THE PERIL

1/17 Religious Tolerance: The Forerunner to the First Amendment

Readings: Locke, "A Letter Concerning Toleration" excerpts [COLLAB]

Jefferson, "Act for establishing Religious Freedom,"

<http://religiousfreedom.lib.virginia.edu/sacred/vaact.html>

Foster, Cults in Conflict, [CM COLLAB]

Issues: Why does Locke argue for religious tolerance? What are the limits of tolerance in his view? Why does Jefferson argue for tolerance? What are the similarities and differences between Locke and Jefferson's approach? What might be the reason? According to Foster what does religious freedom mean for religion in America? What does the First Amendment actually say about religion?

1/19 Mormonism: The American Religion 1st Thought Paper Due

Readings: Jan Shipps, "The Genesis of Mormonism", Hackett
Donald Scott, "Mormonism and the American Mainstream,"

<http://www.nhc.rtp.nc.us:8080/tserve/nineteen/nkeyinfo/nmormon.htm>

Wife No. 19 excerpts[e-reserve]

Women in American Religion Forum excerpt [handout]

Viewing: Trail of Hope

Issues: What made Joseph Smith's religious vision so appealing? Why did non-Latter-day Saints see it as so threatening? What made the Latter-day Saints one of the few successful religious movements??

1/21 Reynolds: Testing the First Amendment

Readings: How to read a court case: http://www.agh-attorneys.com/3_camo_introduction.htm#How%20To%20Read%20a%20Court%20Case

Do the exercise outlined on the website using the Reynolds case

Joseph Fielding's Diary, http://jfs.saintswithouthalos.com/pri/jfi_d_147-181.htm

(Skim) Read March 30, 1856 and Feb. 27, 1859

Reynolds V. United States (1878) <http://caselaw.lp.findlaw.com/cgi-bin/getcase.pl?court=us&vol=98&invol=145>

April 23, 1877 to Franklin S. Richards

http://jfs.saintswithouthalos.com/pri/fp_87_04.htm

Issues: What role did polygamy play in Mormonism? What is at issue in the Reynolds case? How does the court define religion in this case? What kinds of religions does this definition favor? What did this mean for the Latter-day Saints? What did this mean for other Americans? What would you have decided? Why?

IV. TESTING TOLERANCE, RECOGNIZING DIVERSITY

1/24 World Parliament of Religion: Hinduism and Buddhism "come" to America

Readings: Fredrick Douglass, "Our Composite Nationality" (1869) [e-reserve]

Eck, "World Parliament of Religions" First 4 pgs. Hackett

World Parliament of Religion excerpts, 127-140 [e-reserve]

For more background see Albanese 301-318

Issues: What was Fredrick's assessment of religious tolerance in America? Given this state, what was the significance of the World Parliament of Religion? How did the Euro-Americans at the conference understand its successes and failures? How did the

Buddhists and others understand its success and failures? Was this the coming of Asian religions to America?

1/26 Immigration: American Religion in the 20th Century

Readings: Herberg, Protestant, Catholic Jew, 1-45

Issues: What is the melting pot theory that Herberg proposes? What did immigration mean for the Catholic and Jewish immigrants as well as the native Protestants? Why doesn't Herberg mention Asian immigrants? What do you think of Herberg's assessment? How is it representative of the late-1950s when it was written?

1/28 Treife Banquet

Readings: Albanese: Chapter 5

Proceedings of the Pittsburgh Rabbinical Conference 1885 [e-reserve]
Sarna, "The Debate over Mixed Seating," Hackett

Issues: How have Protestants dealt with Jews and Jews dealt with Protestants? What does the Pittsburgh platform argue for? How do other Jews respond to this declaration? How does the argument over mixed seating highlight these arguments? How does it nuance them? What three forms of Judaism develop in America? After reading this section how do you feel about the designation of the U.S. as a Judeo-Christian country—what are the benefits and the costs?

1/31 Leo Frank

Readings: Dinnerstien, TBA

Issues: Why was Leo Frank a suspect? What fears did the murder of Mary Phagan invoke? What did the media coverage of the case focus on? Why? What role did Leo Frank's Jewishness play in his arrest, conviction, and murder? How are we to understand the relationship between race and religion within the Leo Frank case?

2/2 The Scopes Trial

Readings: Marsden, "Evangelical and Fundamental Christianity" [E-Reserve]; Marsden,

"Epilogue: Dislocation, Relocation, and Resurgence: 1925-1940" [E-reserve];

See Primary Source documents of the Scopes Trial particularly: Anti-evolution statute, Trial Excerpts-Day 2, 4, 7, 8, Bryan's Summation, Mencken's Trial Account:

<http://www.law.umkc.edu/faculty/projects/ftrials/scopes/scopes.htm>

Optional: For more background see Albanese, "Institutionalizing the Mission Mind"

Issues: What is at stake in the Scopes Trial? What was the verdict? How is American Christianity being redefined? How did the relationship between religion and science get defined?

2/4 Midterm

V. THE TRINITY OF TOLERATION: PROTESTANT, CATHOLIC, JEW

2/7 Break

2/9 Protestant Catholic Jew

Readings: Herberg 254-272; Bellah, Civil Religion, [e-reserve]; Albanese Chapter 13

Issue: Is there a civil religion in America? Is it a religion? Who does it include? Who does it exclude? What are the consequences of fitting in or choosing to remain on the outside? How does Herberg's understanding differ from Albanese's?

2/11 Presidential Politics: Does Judeo-Christian mean Public Protestantism

Readings: Dolan, "Catholic Attitudes Toward Protestants" [e-reserve] John F. Kennedy on Church and State, <http://www.jfklibrary.org/j091260.htm>
Excerpts from Time and America [e-reserve]

Issues: How did Catholics deal with Protestants and Protestants with Catholics? How do these interactions compare with those between Judaism and Protestantism? Why were Americans reluctant to vote for Kennedy? What surprised you about the news coverage and the letters to the editor? How was it different than what the press and public said about John Kerry's religious affiliation? Must the president be Christian? Protestant?

2/14 Religion in the Public Schools: Making Americans -- Student Presentations- open forum

Thought Paper 2 due

Readings: DeFattore, "Religion as a Team Sport," [e-reserve]; Gaustad & Schmidt, "The Courts, the Schools, the Streets" [e-reserve]

Establishment v. Free exercise:

Minersville School District v. Gobitis (1940) [Jehovah's Witness and pledge of Alligence]

<http://caselaw.lp.findlaw.com/scripts/getcase.pl?court=us&vol=310&invol=586>

Abington School District v. Schempp, 374 U.S. 203 (1963) [Prayer in school]
<http://caselaw.lp.findlaw.com/scripts/getcase.pl?court=us&vol=374&invol=203>

Lynch v. Donnelly, 465 U.S. 668 [displaying nativity]
<http://caselaw.lp.findlaw.com/scripts/getcase.pl?court=us&vol=465&invol=668>

Issues: Why are the public schools the source of such controversy? What is their role? How has the government's vision of the public schools, the rights of the students, and the responsibilities of the states changed since the conflicts over the creation of Catholic schools?

2/16 Religion in the Public Schools—Presentation and open forum continued Thought Paper 2 Due

Elk Grove Unified School District v. Newdow, 124 S. Ct. 2301 (2004)
<http://caselaw.lp.findlaw.com/cgi-bin/getcase.pl?court=US&navby=case&vol=000&invol=02-1624>

Cooper v. Eugene Sch. Dist. No. 4J, 480 U.S. 942 (1987) [Banned Sikh teacher from wearing prescribed dress] <http://www.churchstatelaw.com/cases/Cooper.asp>

[Gurdev Kaur Cheema v. Harold Thompson](#), 67 F. 3d 883 (9th Cir. 1995) [Sikh student suing for right to wear Kirpan—dagger—to school]

2/18 Desegregation and Civil Rights

Readings: Delfore, The school prayer and desegregation connection, excerpts [e-reserve]

Brown V. Board of Education <http://www.nationalcenter.org/brown.html>
King,” Letter from a Birmingham Jail”
<http://almaz.com/nobel/peace/MLK-jail.html>
Cone, “Martin and Malcolm” Hackett

In class listening: “I had a Dream” print out a copy for yourself at:
http://www.pbs.org/wgbh/amex/presidents/35_kennedy/psources/ps_dream.html

Issues: What is the link between school prayer and desegregation? What does the ruling tell us about the role of the public school? Written nearly 10 yrs after Brown what does King say to his audience in his letter? To whom is he speaking? How does his approach to being heard differ from Malcolm X and Brown? Where is the religion in the civil rights movement?

Tolerance and the Free Exercise Clause Beyond Protestant, Catholic, Jew

2/21 Native American Religions

Readings: Albanese chapt.1 Focus pgs. 24-31

Martin, "From Middle Ground to Underground," Hackett
DeMallie, "The Lakota Ghost Dance," Hackett
Jocks, "Sacred Knowledge in a Consumer Age," Hackett

Issues: Given these three very different stories what would you add to Albanese presentation of "Native American Religion"? What definitions of religion do you see in the Native American's rituals and movements? What is the Ghost Dance? How has the Native-European contact shaped Native American and Euro-American religion?

2/23 Native Americans, Sacred Lands, and the Definition of the Sacred

Readings: LYNG v. NORTHWEST INDIAN CEMETERY PROT. ASSN., 485 U.S. 439 (1988) <http://caselaw.lp.findlaw.com/cgi-bin/getcase.pl?court=US&vol=485&invol=439>

Issues: What is at stake in Lying? What is Lying arguing? To what extent is the decision a result of a misunderstanding of Native religion? How is Lying similar to and different from the other cases we have covered?

2/25 Snake Handling

Readings: Albanese, Chapter 10
Snake Handling Overview,
<http://religiousmovements.lib.virginia.edu/nrms/Snakes.html>
Bunn V. State of North Carolina
<http://www.churchstatelaw.com/cases/bunn2.asp>

Issues: Why do Holy Ghost churches handle snakes? Why did the state of North Carolina say it was illegal? How might decision related to economics? Region? Minority status? How convincing was Bunn's argument? Where do we place state concerns for the welfare of its citizens within the context of Free Exercise?

2/28 Branch Davidians MOVIE NIGHT WACO: THE RULES OF ENGAGEMENT

Readings: Wessinger, "1993- Branch Davidians," 56-112 [Skim Transcripts]; On-line interview with survivor David Thibodeau <http://reason.com/bi/int-thib.shtml> (For more see his book A Place Called Waco: A Survivor's Story especially "Are the Coming to Kill Me." [Collab])

Issues: What do you remember about Waco? How does tonight's reading fit with your memories or those of your parents? What happened at Waco according to Thibodeau? Wessinger? What were Thibodeau's religious beliefs? What was their worldview on the eve of the encounter with the government? What was the ATF's worldview? Where did religion fit? Did the government's view of religion shape the conflict? What do you think?

3/2 Santeria

Readings: Brown, "Altared Spaces" [e-reserve] Focus pgs. 155-164, 205-217
Summary of Church of the Lukumi Babalu Aye v. City of Hialeah
<http://userwww.sfsu.edu/~biella/santeria/dec7.html>

Issues: What does it mean to be a creole religion? What is Santeria? How do its practices fit with the court's and the mainstream American view of religion? Did this discrepancy shape the court's decision? What do you think? Is there a legal space for animal sacrifice?

3/4 You Choose Day

3/7 Evidence for our Cases: Material Culture and the Study of Religion

Reading: McDannell, "Piety, Fashion, Art: The Religious Object," [e-reserve]

Issue: What is McDannell's argument? Do you find it persuasive? Why or why not? How would you describe the relationship between religion and things? How do religious objects gain meaning and significance?

3/9 Revisiting the First Amendment that Shapes, Creates, and Sustains American Religion