Course Overview
Religion and American Institutions fulfills the American Institutions requirement (U.S. History and Government) at SDSU. It also fulfills the Critical Issues requirement for the Religious Studies major, and fulfills the upper division requirements for the REL S minor. The course covers the period of pre-contact Native American religions, to the end of the nineteenth century. We will look at broad social movements and at unique personalities that shaped the way our nation is today. We will pay particular attention to constitutional issues affecting church and state relations. We will also devote time to the role immigrants have played in our nation’s history, and will examine our personal immigrant backgrounds. We will study the impact of religion on U.S. society, economics, politics, and culture and will see the profound impact religion has had on communal and individual decision-making, from that of Native Americans to that of the writers of the Constitution, to that of the people fighting on both sides of the Civil War. [Preview: REL S 390B fulfills the California government requirement of American Institutions, and covers twentieth-century U.S. religious history as well as religious developments in California.]

We will attend class on Mondays and Wednesdays and I will post MP4 lectures for review on Fridays along with the Power Points that I use in class to Blackboard. They are posted in the tool bar on Blackboard (Bb) named “Lectures.” I also will tweet interesting stories I find. It is optional to follow me. My twitter ID is @DocAngFeres

Goals of the Course
What I would like you to learn is...
How different people interpret the story of religion in U.S. history
How religion has shaped secular society and been shaped by it
How constitutional questions have real-world consequences
How immigrant relations have affected religion and society in the U.S.
How decisions and choices made in the past, affect us today

What I would like you to learn to do is...
How to read and understand primary and secondary sources
How to analyze evidence to see if it supports our theories
How to articulate orally and in writing the different ways U.S. religious history is understood

Enrollment Information
No Prerequisites

Course Materials
The books listed below are required reading for this course and are available for purchase or rent at the SDSU bookstore.

1. American Religious Institutes 390A Reader: Compiled by Angela Feres: I put together a reader because I really didn’t like the three books I had students buy last year. I felt terrible that they had three books that no one really loved (actually the word hate was used for one of the books). So to save money, but still provide readings I pulled this together. Used along with my free mp4 lectures, I think it might just be good for us.
2. Workbook: American Religious Institutes 390A. Feres
3. Supplemental readings provided by instructor on Blackboard

A good dictionary is highly recommended.

Course Structure and Conduct
This will be a "hybrid" course, that is, part of it takes place in the classroom and part online. That means that in some weeks there may be more emphasis on the classroom aspects of the course and in other weeks more emphasis on the online aspects. The Online Component: Because this is an on- and off-campus class, components of online learning are integral to the course. We will meet with each other and the primary faculty for a 3 hour session weekly, during which time we will cover questions, lecture material and some seminar material in preparation for the rest of our week of “online” study. It is expected that you will spend as many hours online as you would in class as well as continue to put in all of the hours necessary for homework for a 3-unit class. Announcements will be made online.

I strongly suggest that you do the Blackboard orientation before the class begins. http://its.sdsu.edu/blackboard/student/.

You access the course via the Blackboard link: https://blackboard.sdsu.edu/webapps/login/

Please be assured that if and when problems occur on the SDSU end, you will not be penalized. However, when problems occur on your end, the story is different: You are responsible for your computing needs. When problems occur on your end, you must fix them. The instructor cannot provide IT support. IT problems that you experience do not constitute an acceptable excuse for non-completion of work.

Success in a Blended Course
This blended hybrid course offers the advantage of learning on Fridays anyplace and anytime. Despite this flexibility, to succeed in the online learning environment students should keep in mind the following requirements:
• A computer - PC or Macintosh- with a stable Internet connection. Higher speed Internet connections (cable modem, DSL) are strongly recommended.
• Basic computer skills - email, surf the Internet, and create basic word processor files.
  • Microsoft Office 2010, or higher (Must include Word and PowerPoint).
  • A reliable email address that will not change from the beginning until the end of the semester.
• A "technology back-up" plan. Students should plan out an alternative location to do assignments and quizzes in the event their computer or Internet connection is not working!
• Time. Distance learning courses require as much time as traditional (classroom) instruction. The primary difference is that online instruction allows flexibility.
  • Self motivation. Online students must be "self starters" and have the ability to work with a minimum of supervision. Students who procrastinate are rarely successful in distance learning courses.

Students are also required to:
• Make use of the online course materials available via Blackboard. Access to these materials is available once you have registered to the course.
  • Participate in asynchronous online discussions.
  • Complete readings and assignments by the dates indicated on the syllabus.
  • Check email on a daily basis.

Course Assessment and Grading

Your grade is based on the following weighted categories

1. Tests (50% combined) IN CLASS. Four tests. I take the questions from our Reader, Workbook, lectures, and any and all supplemental reading I provide. FAQ: Will you give us learning guides for the final and quizzes? No. We are at the university level. If you do your readings, workbook learning enhancement exercises and attend the lectures, then you should be fine. Unless I say so, everything that we discuss in class is material for tests/final. You will use scantron 289, the same type as for final examinations. You may want to make sure that you complete the relevant multiple choice questions in your workbook before taking any test. Since these scantrons are processed by computer, you MUST fill them out properly. If you do not, we will NOT mark them manually and you will be awarded a zero for that test.

2. Paper (15%): Due in class 11/2. You will write a paper of a minimum of seven (7) pages – maximum of fifteen (15) pages on one of the religions of America. It does not need to be one we studied, but it must be from our period of study. It can be from any period of time we study (indigenous pre-contact through the Reconstruction period). It cannot be too general; for example, you cannot write a paper on the History of Protestant Thought in America. Your topic must be focused and narrow, such as
Fundamentalist Mormons in the U.S and Polygamy, or The Origins and Beliefs of the Latter Day Saints, or Transcendentalism and Reform Movements of the 19th Century, or Gospel Music and the African American Experience (these are only examples not required topics). You must use three (3) outside sources and cite them properly using Chicago, MLA, or APA style citation. Type. Use 12 point font. Double space. Include a works cited page that does not count towards the page requirement. You will be evaluated on content as well as format. Spelling and grammar are important. The paper is due in class 11/2.

Criteria for Evaluation of Papers: Your papers will be evaluated in light of the criteria below. Papers that fulfill these criteria in an exceptional way will be awarded As; essays that do so in an excellent way, Bs; and essays that meet the criteria at a satisfactory level, Cs. Essays that do not fulfill the criteria at a satisfactory level will be awarded Ds and Fs, depending on the severity of the problems.

**Organization.** The paper is well organized. It contains a clear line of thought and if applicable argument, and each paragraph logically contributes to the development of that line of thought.

**Understanding.** The paper exhibits a thorough understanding of and engagement with the topic and accurately explicates its author’s understanding of the reading.

**Critical Thinking/or Criticism.** The paper displays critical thinking skills, analyzes the material, or takes a critical stance toward the material under examination. The writing is based on firm reasoning that is well supported with relevant evidence from the readings.

**Connections.** The paper makes connections between readings, location, and the modern world or knowledge gained from experiences or other readings/classes.

**Sources.** The sources are well chosen and academically sound.

**Format.** The paper is flawlessly presented, with no spelling or grammar errors. Citations are included. The paper is a minimum of seven (7) pages in length not including any works cited page or images.

**3. Workbook (10%)**- Your workbook is to assist you in self-assessment while reading the material in the class text, and to assess your writing skills as required in General Education courses. It has notes and materials that are not found in the course text. It also has learning enhancement questions taken from the same data bank that I will use when designing class tests and the final.

Starting from week 2, the teaching assistants and I will collect the workbooks and mark them on **MONDAYS:**

a. We will see if you have completed the multiple choice questions for the relevant
chapter, as outlined in the COURSE SCHEDULE below. Please also note that the “learning enhancement” questions are designed to promote a proper reading of the assigned text. Since your answers ought to reflect such reading, you will be marked for completion of the assignment, and NOT for the correctness of your answers. You are encouraged to participate in groups and check each other’s answers. The teaching assistants will NOT, as a norm, correct your answers.

b. You will complete all Multiple choice, T/F, and Matching questions plus one essay per Quiz. This essay must be a minimum of 350 words in length. It must be composed of complete, grammatically correct, spell checked sentences. You may complete the essay in the Workbook or staple it to the Workbook.

c. Please note that because workbooks are used in each semester, we do NOT accept workbooks that have been copied since the answers would then be copied from another book.

d. Every time your name is called, and you choose NOT to hand in your workbook or are absent, your workbook score will be lessened by 5%. If this occurs three times, you will be issued a zero for this component of your grade.

e. Do note that we call names at random, and that means at OUR choice. If you are absent on week 4 that does not mean you can submit your book on week 5. IF—and only IF we ask for it, can you hand it in.

f. Given the large size of this class, it is possible we may only have the opportunity to collect your book ONCE. This means that it will be marked out of the full 15% when submitted. If you submit it on week three, and have NOT finished the assigned questions, you will lose marks. This does not mean that once your book is marked once you can stop answering questions. We may choose to call your name again. If you have NOT done the remaining chapters, you will lose marks. If you choose NOT to answer our call, you will lose five% off the mark you have previously obtained.

g. By the end of the semester, every book will have been marked at least once, and every student’s name being called at least three times. Any student, who has not, by this time, handed in a book for marking, will receive a zero for that component of the grade allotment.

4. Final Exam (25%): IN CLASS FINAL. The format may be defining terms, multiple choice, sequencing, true or false, essays, and/or fill in the blank and WILL INCLUDE QUESTIONS FROM CHAPTERS COVERED SINCE DAY ONE OF THE CLASS. No late finals unless proof of a real emergency are offered. Vacations, work, normal illnesses such as a cold and flu not requiring hospitalization are not emergencies. FAQ: Will you give us learning guides for the final and quizzes? No. We are at the university level; If you do your readings, workbook learning enhancement exercises and attend the lectures, then you should be fine. Unless I say so, everything that we discuss in class is material for quizzes/exams. The Final examination is elemental to successful course completion. This means that, regardless of your performance in other components, if you miss the final, you will receive an automatic fail. Do note that
there is a zero tolerance policy towards cheating. If you are caught, you will not be allowed to complete the examination in which you are sitting. If you are caught cheating in the final, you will receive an automatic fail grade. We will also, in accordance with university regulations, file a report with the relevant authorities.

**SDSU Grading Guidelines**

Outstanding achievement; available only for the highest accomplishment.

Praiseworthy performance; definitely above average.

Average; awarded for satisfactory performance; the most common grade.

Minimally passing; less than average achievement for undergraduate students.

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\begin{align*}
95-100 & = A \\
90-94 & = A- \\
87-89 & = B+ \\
84-86 & = B \\
80-83 & = B- \\
77-79 & = C+ \\
74-76 & = C \\
70-73 & = C- \\
67-69 & = D+ \\
64-66 & = D \\
60-63 & = D- \\
59\% & \text{ or less} = F
\end{align*}
\]

**Grade calculations**

All scores in this course are converted to percentages. The table here shows how we move from a percentage to a letter grade and then a grade point figure. This process is applied not only to the tests, projects, and accrued activity point totals but to the final grade as a whole. Please be advised that we do not automatically round up (e.g. 79.83% = C+ while 80% = B-).

**Extra credit** – None. Unless something truly momentous happens, plan on 0 extra credit.

**There will be no make-ups.** No incompletes will be given. (Verified emergencies provide the only exceptions to these policies.) Vacations, work, normal illnesses such as colds and flu not requiring hospitalization are not emergencies.

**Attendance, punctuality and withdrawals**

I take roll and use the Workbook to track attendance. While I do my best to formally drop students who stop attending class, it is ultimately your responsibility to withdraw from the course. Failure to do so may result in an unexpected F.

I strive to keep a positive learning environment in our classroom. Side conversations are rude and a distraction to the class, and therefore have no place in our classroom. Just as meaningful participation is rewarded, disruptive behavior will be penalized.
Course Schedule
This outline is tentative. We may need to spend more time on a given topic. If so, changes to our outline will always be announced. I expect is for students to have read the chapter(s) we will be covering each meeting prior to posting your work. You are responsible for all material in the books, lectures, films, and handouts. Complete the readings before you come to class. For the writing assignments, please note they are due to Blackboard (Bb) by midnight of the due date.

Week One
M: 8/29 Introductions
W 8/31 What is religion and how do we study history and religion? Syllabus questions?
F 9/2 Please purchase the Reader and Workbook. You will need both next week.

Week Two
M 9/5 Holiday
W 9/7 Indigenous Religions of America and Africa (Imagining a Distant New World; Confronting a Material New World; Slavery, Freedom, and the Struggle for Empire)
F 9/9 Complete Workbook Quiz One. Our TA will begin calling names to check for this quiz Monday. Review my mp4 on Indigenous Religions.

Week Three
M 9/12 FILM: Indigenous Religions of America on Blackboard (Please finish up the readings: Imagining a Distant New World; Confronting a Material New World; Slavery, Freedom, and the Struggle for Empire).
W 9/14 Indigenous Religions of Africa. The TA will be calling on students at random to submit their Workbooks on Monday. Quiz one & Two should be done for Monday.
F 9/16 Complete Workbook Quiz Two to be checked Monday.

Week Four
M 9/19 Finish Indigenous Religions of Africa & Workbook check for quizzes up through two this week.
W 9/21 Test One
F 9/23 Review mp4 lecture 2 part 1 on Bb on Renaissance and Protestant Reformation for Monday
Week Five

M 9/26 Europe and Religion

W 9/28 Europe and Religion

F 9/30 Complete Quiz three for check starting on Monday and finish up mp4 lecture 2 part 2 on British colonies

Week Six

M 10/3 **Test Two**: Europe and Religion & Quizzes up through three due

W 10/5 Europe Meets America: Read Course Reader Witches: A Collective Portrait and Religion

F 10/7 Review mp4 lecture 3 on Pre-Revolution and complete quiz four for checks starting Monday

Week Seven

M 10/10 For today, on Blackboard listen to my mp4 lecture on the Road to Revolution instead of coming to class. We will discuss on W. For this week, read the material from the Course Reader on Revolutionary America Israel in a promised Land; Communitarian Movement in America; The Churchgoers; The Protestant Roots of American Civil Religion; Corn Wars and Civil Wars; Civil Religion in America & Workbook up through quiz four checked

W 10/12 Road Revolution & Revolt

F 10/14 Review mp4 lecture four and complete quiz five for checks starting Monday

Week Eight

M 10/17 Revolution & Workbook up through quiz five checked

W 10/19 Revolution

F 10/21 Review for Test Three on Monday, go over mp4s and lecture notes.

Week Nine

M 10/24 **Test Three** & Workbook up through quiz four checked

W 10/26 Now what? Post-Revolution Forming a Nation
Week Ten
M 10/31 Westward We Go: New American Religions. For this week and next, read the material from the Course Reader on Manifest Destiny, Westward Expansion (Civil Religion in America, Territory, Race and Religion: Images of Manifest Destiny, and The Second Great Awakening.) &

W 11/2 Westward We Go: New Religions & Paper Due in class -- hard copy please -- it is easier to grade and comment. Thank you 😊

F 11/4 Review mp4 six part one and two and mp4 seven, complete quiz seven and eight for checks starting Monday

Week Eleven
M 11/7 Manifest Destiny: Native Americans, the War of 1812, Mexican American War, Slavery, and the Catholic Question & Checking Workbooks up through Quiz Eight

W 11/9 Manifest Destiny: Native Americans, the War of 1812, Mexican American War, Slavery, and the Catholic Question

F 11/11 Holiday -- Nothing due

Week Twelve
M 11/14 Test Four & Checking Workbooks up through Quiz Eight

W 11/16 Civil War (What’s so civil about war, anyway…Guns and Roses anyone? Anyone?)

F 11/18 Review mp4 eight and nine, complete quiz nine and ten – we will call for checks on 11/28 for the last time. All quizzes up through ten will be due.

Week Thirteen
M 11/21 Civil War Continued & Checking Workbooks up through Quiz Ten

W 11/23 Holiday

F 11/25 Holiday

Week Fourteen:
M 11/28 Post War America: Reconstruction & Checking Workbooks up through Quiz Ten
W 11/30 Post War America: Civil Rights, Amendments, and Racism in America

F 12/02 Online Bb work on Civil Rights

**Week Fifteen**

M 12/05 African American Spirituality, Transcendentalism and reform, and Catholics. Please read the material in the Course Reader: American Muslims; African American Cultures; American Transcendentalism; Is there Still a Catholic Question?

W 12/7 Continued

F 12/9 Online Bb work on Sermons and Gospel

**Week Sixteen**

M 12/12 Read the material in the Course Reader: American Muslims; African American Cultures; American Transcendentalism; Is there Still a Catholic Question?

W 12/14 Review

**F 12/16 IN CLASS FINAL EXAM: ON ALL MATERIAL SINCE DAY ONE**

This syllabus is intended to guide us through the semester. However, circumstances may change and so I reserve the right to change the syllabus as needed to ensure that we fulfill the course objectives. You will receive full and fair notification regarding any such changes.

**Students with Disabilities**

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.

**Academic Honesty**

The University adheres to a strict policy regarding cheating and plagiarism. These activities will not be tolerated in this class. Become familiar with the policy (http://www.sa.sdsu.edu/srr/conduct1.html). Any cheating or plagiarism will result in failing this class and a disciplinary review by Student Affairs.

Examples of Plagiarism include but are not limited to:

- Using sources verbatim or paraphrasing without giving proper attribution (this can include phrases, sentences, paragraphs and/or pages of work)
• Copying and pasting work from an online or offline source directly and calling it your own
• Using information you find from an online or offline source without giving the author credit
• Replacing words or phrases from another source and inserting your own words or phrases
• Submitting a piece of work you did for one class to another class

If you have questions on what is plagiarism, please consult the policy (http://www.sa.sdsu.edu/srr/conduct1.html) and this helpful guide from the Library: (http://infodome.sdsu.edu/infolit/exploratorium/Standard_5/plagiarism.pdf)

**Turnitin**
Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You may submit your papers in such a way that no identifying information about you is included. Another option is that you may request, in writing, that your papers not be submitted to Turnitin.com. However, if you choose this option you will be required to provide documentation to substantiate that the papers are your original work and do not include any plagiarized material.

**Online Classroom Technical Support**
Contact Blackboard Collaborate Technical Support
• Available 24 hours/day - 7 days/week
• North America, Toll Free: 1 (877) 382-2293

Participate from a Mobile Device (iPhone / iPad)
• A [free mobile app for iOS devices](http://www.sa.sdsu.edu/srr/conduct1.html) is available that allows you to participate directly from your iPhone, iPod touch, or iPad! Students are able to fully interact during the session:
  • View content and shared applications
  • Use emoticons
  • Connect directly from Blackboard on your mobile device

**Interacting with me**
I'll try to respond within 24-48 hours to emails sent me from within Blackboard. For quick questions, the turnaround time may be much shorter. (If Blackboard is not working or for non-course-related communications, write to me using my outside email address: soandso@maxinet.com.)