Course or Program Addition, Deletion or Modification Request

Department: History
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
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<tbody>
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Action

- Modify
- Add
- Delete
- Credit
- Number
- Title
- Description
- Other

Credit

- Undergraduate
- Graduate
- Other*

*Variable credit must be explained

Frequency

- Every Term
- Yearly
- Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

- Library resources are adequate
- Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

<table>
<thead>
<tr>
<th>HIST</th>
<th>5478</th>
<th>American Religion to 1800</th>
</tr>
</thead>
</table>

Prefix | Course | Title | Hours: Lecture/Lab/Total |
|-------|--------|-------|--------------------------|

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

A study of the history of American religious beliefs, practices, and influences on American society, from its colonial settlement to 1800.

Prerequisite(s) 3 credits global history, 3 credits U.S. history, or permission

Present or Projected Enrollment: (Students per year)

Effective Date*: Spring / 2009

Grading System: Letter Grade

Approval:

Department Chair
Date

Department Chair (if cross listed)
Date

Dean of College
Date

Dean of College (if cross listed)
Date

Chair of TEAC (if teacher prep. program)
Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies; Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee
Date

Chair, Committee on Graduate Studies
Date

Vice President for Academic Affairs
Date

Revised 1/09/02
History 5478

The influence of religion in American history has been significant. All too often, however, the study of religion has been on issues of theology and institutional developments rather than its impact on society. This course will expose students to the various aspects of religious developments in American society from its earliest origins through the presidential election of 1800, where religion played a crucial role in the debate between the candidates. In particular, it will explore the religious origins of American settlement and how religion contributed to the development of the various colonies. We will also explore major trends that occurred during this era, including the First Great Awakening, the impact of the Enlightenment, and the Second Great Awakening. We will take a look at the place of religion during times of crises, particularly during American involvement in wars. The course will explore all types of religious beliefs, including contributions by various racial and ethnic groups to American religious history. Finally, we will examine the impact of religion upon a number of political, social, economic, and cultural issues occurring during this era, and conversely, how these issues influenced people’s understanding of religion.

I offered this course as a “special topics” course in the Summer 2006 semester, and it proved to be successful in terms of student enrollment and student evaluations. The History Department has not regularly offered a course on American religion over the past decade, and I would now like to make this a permanent course offering.

Since this is a graduate-level course, I will assign several additional books and a number of articles for the graduate students beyond what is normally required for my undergraduate students taking the 4000-level version of this course. I also require graduate students to attend a weekly discussion over the graduate materials assigned in class. Finally, they are assigned a 15-page (minimum) research paper that is based upon primary source material.
AMERICAN RELIGIOUS HISTORY TO 1800  
Spring 2009

Instructor: Dr. Keith Pacholl  
Email: kpacholl@westga.edu

Class: History 5478 section 1  
Office: TLC 3245

Phone: (678) 839-6044 – office  
(678) 839-6508 – history department

GOALS & OBJECTIVES
This course will examine American religious history from early American settlement through the end of the American Civil War. It will explore the religious origins of American settlement and how religion contributed to the development of the various colonies. We will also explore major trends that occurred during this era, including the First Great Awakening, the impact of the Enlightenment, and the Second Great Awakening. We will take a look at the place of religion during times of crises, particularly during American involvement in wars (colonial wars and the American Revolution). The course will explore all types of religious beliefs, including contributions by various ethnic groups to American religious history. Finally, we will examine the impact of religion upon a number of political, social, economic, and cultural issues occurring during this era, and conversely, how these issues influenced people’s understanding of religion.

You will also engage in original research by writing a paper based upon primary sources that deal with this period of American history. Finally, you will become familiar with some of the historiographical debates surrounding American Religious history by sampling some of the more recent journal writings on the subject. By the end of this course, you should be able to demonstrate knowledge of historical facts, themes, and ideas of this era, improve your ability to analyze and evaluate historical evidence, and be conversant in some of the historiographical debates surrounding this era.

ASSIGNED READING
Guastad & Schmidt, The Religious History of America (textbook)  
Allan Greer, ed., The Jesuit Relations  
Sylvia Frey & Betty Wood, Come Shouting Zion  
Randall Balmer, A Perfect Babel of Confusion  
Frank Lambert, The Founding Fathers and the Place of Religion in America  
David Hall, Puritans in the New World  
Christine Heyrman, Southern Cross  
Stephen Innes, Creating the Commonwealth  
John Demos, Entertaining Satan

**Discussion readings online (via our library’s digital reserved readings)

REQUIREMENTS
Exams: There will be two exams given throughout the semester: a midterm and a final. All exams will be essay and will be based upon the lectures and assigned reading materials. A study guide will be passed out prior to each exam, and at that time I will tell you the exact nature of each exam.

Discussion: Class participation is part of your grade, so be sure to show up having read the assignments (you are REQUIRED to read all assigned readings). Discussions will occur either in groups or as a class. Discussions will be based primarily upon the reserved readings that are found online via our library, along with any other assigned materials (monographs, videos/movies). Expect quizzes on the various reading assignments, including the three monographs, and any videos/movies shown in class. Each of you will also be called upon to lead one class discussion. Signups for leading a discussion will take place during our first class session. Handouts will be provided that outline my expectations for discussion.
As a graduate student, you will also be meeting up with the other graduate students on a regular basis. We will be meeting to discuss graduate-related issues associated with the research paper as well as historiographical issues concerning American religious history. In addition, you will have extra readings assigned for discussion during these meetings (which will be posted online and listed on the syllabus). These graduate meetings are mandatory and points will be deducted from your discussion grade for each absence from them. You will turn in a 2-page paper (maximum) that summarizes the major points from each of the readings. You get to choose the journal article you would like to write upon. Your class discussion grade includes: preparing for, and participating in, all class discussions; leading one class discussion; quizzes on discussion material; summaries graduate readings; student conduct (detrimental behavior will cost you points); and any other material assigned throughout the course of the semester that is not listed on this syllabus.

**Research Paper:** You will write a 15-page (minimum) research paper for this course on a subject of your choosing that is approved by me. Handouts will be provided outlining my guidelines for the research paper.

**Attendance:** Students are responsible for attending all classes. This is extremely important, particularly since we will be having presentations and discussions on a regular basis. Role will be taken at the beginning of each class. You will be considered absent if you show up after role has been taken, so please be sure to arrive on time (habitual lateness will thus be penalized). You will also be considered absent if you leave early without permission.

**GRADING**

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Midterm</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Discussion</td>
<td>30%</td>
</tr>
<tr>
<td>Research paper</td>
<td>30%</td>
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</table>

90% - 100% A  
80 - 89 B  
70 - 79 C  
60 - 69 D  
0 - 59 F

(there is **NO** extra credit accepted for this course)

**Assessment Criteria for grades:**

**A = Exceptional**
- precise and comprehensive understanding of the material
- thoroughly identifies, defines, and describes all key themes/concepts/issues/idea of the course
- work contains no factual inaccuracies
- excellent writing, with little to no errors in spelling, punctuation, grammar, etc.
- very focused and organized
- correctly identifies all key themes of the readings

**B = Commendable**
- clear understanding of the material
- identifies, defines, and describes most key themes/concepts/issues/idea of the course
- work contains few factual inaccuracies
- strong writing, with few errors in spelling, punctuation, grammar, syntax, etc.
- well focused and organized
- correctly identifies most key themes of the readings
**C = Competent**
- adequate understanding of the material
- identifies, defines, and describes some of the key themes/concepts/issues/idea of the course
- work contains factual inaccuracies
- average writing, with some errors in spelling, punctuation, grammar, syntax, etc.
- somewhat focused and organized
- adequately identifies major key themes of the readings

**D = Limited evidence of achievement**
- poor understanding of the material
- identifies, defines, and describes few key themes/concepts/issues/idea of the course
- work contains many factual inaccuracies
- below average writing, with many errors in spelling, punctuation, grammar, syntax, etc.
- poorly focused and organized
- barely identifies major key themes of the readings

**F = Minimal evidence of achievement**
Work that fails to meet any of the standards set forth above, or which is exceptionally inadequate

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**STUDENT CONDUCT**
Students are obligated to abide by the guidelines detailed in the university catalog. Respect and courtesy are required of all students while in the classroom. The following is also mandatory:

1. No arriving late or leaving early (unless you have checked in with me in advance). Arriving late or leaving early will count as one absence. Arriving late is defined as arriving after role has been taken. Leaving early is defined as leaving class once the class period has started. If you habitually arrive late, you will be asked to leave.

2. No talking or passing notes, eating food in class (that I can hear), no reading or working on non-class related materials, and no sleeping (go get back home for that). In other words, your focus should be on this class, and if I find you to be disruptive in any way, I will give you the boot out of my class.

3. Cell phones, pagers, headphones, and all other electronic devices must be turned off during class. I will confiscate any I hear going off. Also, no tape recorders. If you have any documentation needs, please let me know in advance.

4. Once the exam has been given, there is no leaving the room. Once you leave the room, you are finished taking the exam. Also, no dictionaries, thesauruses, or electronic devices can be used for the exam. Absolutely no talking during the exam – if you do, then your exam is finished at that exact point.

5. Any form of academic dishonesty (including, but not limited to, cheating and plagiarism) will result in a failing course grade as well as possible additional action. Definitions of academic dishonesty and plagiarism are defined in university catalog, and it is your responsibility to familiarize yourself with them. I WILL CATCH YOU AND HAVE NO MERCY, SO PLEASE DON'T DO IT!

If you have any questions regarding the above, feel free to contact me at any time, or read the university catalogue. Adherence to the “common sense” law should prevent any of the above problems. Failure to adhere to these guidelines could result in dismissal from class, an “F” for your discussion grade, as well as additional disciplinary action.

**IMPORTANT NOTE**
I reserve the right to modify this syllabus at any time during the course of the term, particularly regarding the course schedule. If such a modification is substantial, I will reissue a revised syllabus.
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction; pre-American background</td>
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<tr>
<td>2</td>
<td>The Protestant Reformation and its impact, 30-36 (read pages in <em>The Religious History of America</em>)</td>
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<td>3</td>
<td>Spanish &amp; French colonization</td>
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<td>4</td>
<td>Native American traditions and encounters</td>
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<tr>
<td>5</td>
<td>The Colonial Experience: New England</td>
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<td>6</td>
<td>The Colonial Experience: the Middle Colonies</td>
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<td>7</td>
<td>The Colonial Experience: the South</td>
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<tr>
<td>8</td>
<td>The Enlightenment and the Great Awakening</td>
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<td>9</td>
<td>Religion and the coming of the American Revolution</td>
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<tr>
<td>10</td>
<td>The American Revolution</td>
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<tr>
<td>11</td>
<td>Religion and the Constitution</td>
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<td>12</td>
<td>Westward expansion and religious developments</td>
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<td>13</td>
<td>African-American religion</td>
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<tr>
<td>14</td>
<td>Gender and religion</td>
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<tr>
<td>15</td>
<td>Religious controversies of the 1790s</td>
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<tr>
<td>16</td>
<td>The presidential election of 1800 (and its religious implications)</td>
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