Course Objectives
1. To understand major developments, issues and personalities in the history of Christianity in the United States.
2. To interpret primary and secondary source materials in the study of the history of Christianity in the United States.
3. To gain knowledge of Christian heritage in the United States.
4. To interpret and analyze theology within the framework of its historical development in the United States.
5. To define the relationship between theological development and the cultural environment.
6. To think historically - to define people and movements, as well as ideas, within a chronological and cultural context.
7. To encounter the diversity of Christian expression, situated within distinct cultural and ethnic experience and understanding.
8. To demonstrate an ability to employ contextual analysis and be formed by it as one who is able genuinely to listen to diverse voices, as one who meaningfully hears and responds to the witness of those outside of her or his own formative communities of faith.
9. To demonstrate critical awareness of the intercultural character and interreligious context of the global church.

Texts
Robert Jewett and John Shelton Lawrence, *Captain America and the Crusade Against Evil: The Dilemma of Zealous Nationalism* (2003)
Mark G. Toulouse & James O. Duke, *Makers of Christian Theology in America* (1997) *This text provides background material for the primary sources and is optional (except for the Marty essay covering 1965 and following, which will be on reserve).*

Other Readings as assigned and located on Reserve in the Library.

This syllabus represents current plans and objectives that are subject to change. Such changes, communicated clearly, are not unusual and should be expected. The class sessions are organized around the readings assigned for that day; therefore, it is important to complete the reading assignment before you come to class. Leaders will post minimally 200 words (no more than 300 words) of critical analysis related to the readings of the day. At the first session, we will arrange for class leadership for specific sessions. Leaders will identify and interpret some aspect or insight or question related to the major developments, issues, or personalities in the History of Christianity in the United States for that particular session. All such interpretation should
provide some brief analysis of the role of both the cultural context and the theological currents of the day. Other students will post minimally 100 words weekly.

**CALENDAR**

**Session 1**  
Introduction to Public Religion or “Civil Religion” in the United States

**Readings**
- Cherry, “Preface,” *God’s New Israel (GNI)*, pp. Vi-ix
- Cherry, “Introduction,” pp. 1-21
- Robert Bellah, “Civil Religion in America” (on Reserve)
- Martin E. Marty, "Two Kinds of Two Kinds of American Civil Religion" (on Reserve)

**Session 2**  
By this session, everyone is to read the first half of Robert Jewett and John Shelton Lawrence, *Captain America and the Crusade Against Evil: The Dilemma of Zealous Nationalism* (2003) and participate in Threaded Discussion on this course's online component, according to a particular schedule (which will be announced the first day of class). All students are expected to make a "critical" (see bold print below) contribution during the time period assigned to their group. These original contributions should be at least 100 words. Over the course of the two weeks, each student is also expected to respond to the comments of at least two other students. In other words, students are expected to participate during the time associated with their particular group, and students should also participate, at least twice (minimum of 25 words), in the discussions of any other group. All responses in threaded discussions **should be "critical" (do not read "negative" into that word, but rather "analytical") in orientation.** In other words, do not just say "you make a fine point" or "that was a good post - way to go!" Instead, respond analytically and make a "critical" contribution based on the content of another student.

**Session 3**  
Book Review on Jewett and Lawrence (4-6 pages) is due at beginning of class. See instructions for the Book Review posted on this course's web-site under "Week 3"

**PART 1:** Continued Discussion of Jewett and Lawrence

**PART 2:** Native American Context And Early Colonial Errand

**Readings: Group A**
- Peter Williams, *America’s Religions: From their Origins to the Twenty-First Century*, 12-23 (reserve)

**Session 4**  
**PART 1:** Colonial Christianity

**Readings: Group B**
- Lindley (L), *You Have Stept Out of your Place (SOYP)*, pp. 8-15, 27-38
PART 2: Puritanism and Its Theology.
Readings: Group B
TD, Sources of Christian Theology in America (SCT), pp. 57-70; 76-82 (Cotton, Hutchinson, Williams).
L, SOYP, 16-26.
TD, MCT, Optional, pp. 21-28 (Introduction); 29-47 (Thomas Hooker, John Cotton, Roger Williams, and Anne Hutchinson)

Session 5
PART 1: The Great Awakening
First Opportunity for a Theological Response Paper, or a Contextual And Theological Analysis Paper (4-6 pages) is due at beginning of class (covering four theologians: John Cotton, Roger Williams, Charles Chauncy, Jonathan Edwards).
Readings: Group C
HC, RIA, pp. 71-88.
TD, SCT, 83-101 (Chauncy, Edwards)
L, SOYP, 39-47
TD, MCT, Optional, pp. 55-63, 67-69 (Edwards, Chauncy)

PART 2: The Birth of the Republic
Readings: Group C
HC, RIA, pp. 89-121.
L, SOYP, 48-58

Session 6
PART 1: The Expansion of Protestantism: Second Great Awakening and Voluntary Societies
Readings: Group D
HC, RIA, pp. 122-141.
L, SOYP, 59-69
C, GNI, 113-121 (Intro.); and Beecher, “A Plea for the West,” 122-130.
PART 2: Theological Reconstruction: New Divinity, then New Haven Theology (Increasing emphasis on human responsibility)
Readings: Group D
TD, SCT, 102-110 (Hopkins), 117-129 (Taylor)
TD, MCT Optional, pp. 89-96, “Introduction”
TD, MCT, Optional, pp. 73-78, 97-114 (Hopkins, Haynes, Nathaniel Taylor, Lyman Beecher)

Session 7
PART 1: Countervailing Trends in Antebellum Theology
Readings: Group E
HC, RIA, pp. 142-181.
TD, SCT, TD, 178-200 (William Channing, Ralph Waldo Emerson)
TD, MCT, Optional, pp.174-180, 192-199 (Channing, Emerson)

PART 2 Countervailing Trends in Antebellum Theology (Continued)
Readings: Group E
TD, SCT, pp. 153-164; 229-256 (Hodge, Nevin, Bushnell)
**Session 8**

**PART 1: Women Theologians in the Nineteenth Century.** Second Opportunity for a Theological Response Paper, or a Contextual And Theological Analysis Paper is due at beginning of class (covering four theologians of your choice from Samuel Hopkins, Nathaniel Taylor, William Channing, Ralph W. Emerson, John W. Nevin, Horace Bushnell, Charles Hodge, Phoebe Palmer, Margaret Fuller, Frances Willard, and Lydia Maria Child).

**Readings: Group A**

L, *SOYP*, pp. 117-134, 275-297

TD, *SCT*, 174-177, 201-206, 312-319, 338-349 (Palmer, Fuller, Willard, Child)


**PART 2: Antebellum Religious and Reform Movements:**

**Readings: Group A**

L, *SOYP*, pp. 90-116, 252-274

**Session 9**

**PART 1: African-American Denominations**

**Readings: Group B**

Albert Raboteau, “Black Christianity in North America” (reserve)


TD, *SCT*, 207-210, 328-329 (Douglass, and Turner)

TD, *MCT*, Optional, 253-260, 263-266 (Frederick Augustus Douglass, and Turner)

**PART 2: Civil War and Reconstruction**

**Readings: Group B**


**Session 10**

**PART 1: Immigration and Nativism**

**Readings: Group C**


L, *SOYP*, 197-226


**PART 2: The Development of Religious Liberalism**

**Readings: Group C**

Session 11  
Readings: Group D  
HC, RIA, pp. 251-282.  
TD, SCT 296-311 (Rauschenbusch)  
TD, MCT, Optional, 337-347 (Washington Gladden and Walter Rauschenbusch)  

PART 2: Changing Religious Configuration: Emphasis on Pentecostalism  
Readings: Group D  
HC, RIA, pp. 291-306.  
LM, BC, pp. 76-91  
L, SYOP, pp. 322-339  
Listen to NPR broadcast on Aimee Semple McPherson (about twenty minutes)  

Session 12  
PART 1: The Black Church and Politics, Women, and Young People  
Readings: Group E  
LM, pp. 196-235; 274-308; and 309-345.  

PART 2: Theological Reconstruction, I  
Readings: Group E  
HC, RIA, pp. 307-324.  
TD, SCT 417-426, 442-456, 480-491 (Edward Carnell, Reinhold Niebuhr, Martin Luther King)  
C, GNI, Martin Luther King, 343-355  
TD, MCT, Optional, 379-387 (“Introduction”)  
TD, MCT, Optional, 413-419, 450-457, 484-489 (Reinhold Niebuhr, Martin Luther King, Edward Carnell)  

Session 13  
PART 1: Theological Reconstruction, II -- Liberation and Postmodernism.  
Third Opportunity for a Theological Response Paper, or a Contextual And Theological Analysis Paper (4 to 6 pages) is due by Wednesday Noon (covering four theologians of your choice from among Rauschenbusch, Carnell, Niebuhr, Ruether, Williams, Cone, Gilkey, King, and Lindbeck)  
Readings: Groups A-C provide leadership this section  
HC, RIA, pp. 325-340.  
TD, MCT, pp. 519-545 (Marty Essay on Reserve)  
TD, SCT, pp. 569-577, 586-598 (Gilkey and Lindbeck)  

PART 2: Feminist and Womanist Theology  
Readings: Groups D-E provide leadership this section  
HC, RIA, pp. 341-359.
Session 14

PART 1: Religious Pluralism in the United States. PAPERS RELATING YOUR EXPERIENCE OF ANOTHER CHRISTIAN OR OTHER RELIGIOUS TRADITION ARE DUE TODAY. 

Readings on Reserve: Groups A-B read this section and provide leadership 
HC, RIA, pp.359-382.
Diana Eck, *A New Religious America*, pp. 26-80, and 335-385

PART 2: Readings on other Religions in the United States 

Readings on Reserve: Group C read this section and provide leadership 

Groups D-E read this section and provide leadership 

COURSE REQUIREMENTS: Any students who take the course at the 6000 level will be required to write a Thesis paper demonstrating the learning outcomes of the class through original research work covering a topic agreed upon between student and professor. This assignment will substitute for the first three assignments below.

1. **BOOK REVIEW (20)** of Robert Jewett and John Shelton Lawrence, *Captain America and the Crusade Against Evil: The Dilemma of Zealous Nationalism* (2003). Instructions for this book review are found on the web-site for this course. This assignment is due by class time for Session 3. LATE PAPERS WILL NOT BE ACCEPTED AND WILL RECEIVE NO CREDIT.

2. **ONE THEOLOGICAL RESPONSE PAPERS (20)** Each student will choose one of the three available times to write a Theological Response paper. The paper the student chooses to write must be submitted by the beginning of class on the day it is due (these assignments are due Session 5, Session 8, and Session 13). Instructions for how to write this assignment are on the portal for this course. LATE PAPERS WILL NOT BE ACCEPTED AND WILL RECEIVE NO CREDIT.

3. **ONE CONTEXTUAL AND THEOLOGICAL ANALYSIS PAPER (20)** Each student will choose one of the three available times to write a Contextual And Theological Analysis paper. The paper the student chooses to write must be submitted by the beginning of class on the day it is due (these assignments are due Session 5, Session 8, and Session 13). Instructions for how to write this assignment are on the portal for this course. LATE PAPERS WILL NOT BE ACCEPTED AND WILL RECEIVE NO CREDIT.
4. **EXPERIENCE OF ANOTHER CHRISTIAN OR OTHER RELIGIOUS LOCATION WITH CRITICAL REFLECTION (20)** At some point during the term, students are expected to attend services in some Christian (perhaps a location of ethnic difference or significant theological difference, or both) or other religious tradition that does not reflect a context within which they normally feel comfortable. Students should reflect critically on the experience, in light of (1) readings from the class that inform the student’s understanding of the tradition visited, and (2) reflection about the entire semester’s work in the history and cultural context of the United States and their bearing on your experience. Students must submit the paper by the beginning of class on the day it is due (Session 14). Instructions for how to write this assignment are on the portal for this course. LATE PAPERS WILL NOT BE ACCEPTED AND WILL RECEIVE NO CREDIT.

5. **THREADED DISCUSSION PARTICIPATION AND CLASS ATTENDANCE (20)**

Completion of required readings and participation in the threaded discussions are all required for this course. Students will be graded on these factors. The quality and thoughtfulness of a student's participation in threaded discussions is especially important, as is submitting all assignments. Students must participate each week; though leadership for threaded discussions will be periodically assigned based on group assignments. Threads should identify and interpret some aspect or insight or question related to the major developments, issues, or personalities in the History of Christianity in the United States. Further, students should use these threaded discussions to define and evaluate, where appropriate, both the nature of the relationship between religious development and cultural environment in the US, and the former’s interaction with the historical development of theology. All readings are to be done prior to the class period for which they are assigned, with written contributions made before 11pm the night before the class. This grade will not be assigned until the end of the class. Regular and punctual attendance in class and participation in class discussions are expectations associated with this class.

All members of the class are expected to follow rules of common courtesy in all email messages and threaded discussions.

6. **MISCONDUCT POLICY** Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the BD and AD Handbooks.