UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL

Electronically submit this completed form with attachments in one file to the Chair of the College Curriculum Committee.

<table>
<thead>
<tr>
<th>COLLEGE (check one):</th>
<th>Arts and Sciences</th>
<th>X</th>
<th>Business</th>
<th>Education</th>
</tr>
</thead>
</table>

Proposal Submitted By: Mary Beth Mathews  Date Prepared: 9/10/13
Course Title: Religion in America Before the Civil War
Department/discipline and course number*: RELG 277

*This course number must be approved by the Office of the Registrar before the proposal is submitted.

Number of credits proposed: 3  Prerequisites: None
Will this be a new, repeatable "special topics" course? (Do you want students to be able to take this new course more than once if the topic changes?)

| NO | X | YES |

Date of first offering of this new course: FALL SEMESTER, year 2014
Proposed frequency of offering of the course: Annually, Fall Semester
List the faculty who will likely teach the course: Mary Beth Mathews
Are ANY new resources required? NO X YES Document in attached impact statement

This new course will be (check all that apply):
Required in the major
Elective in the major
General Elective
General Education**

**AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.

Catalog Description:
An examination of principal figures, trends, and issues in religion in America from the pre-contact era to the Civil War.

COURSE HISTORY
Was this course taught previously as a topics or experimental course? YES ★ NO X

| Course Number and Title of Previous Course | Semester Offered | Enrollment |

CHECK HERE if the proposed course is to be equated with the earlier topics or experimental offerings. This means that students who took the earlier "topics" course will only be able to take the new course if they made a C- grade or lower in the earlier course.

NOTE: If the proposed course has not been previously offered as a topics or experimental course, explain in the attached rationale statement why the course should be adopted even though it has not been tried out.

REQUIRED ATTACHMENTS:

Department Chair Approval: CRV Date: 9-10-13
CCC Chair Approval: Tim ODonnell Date: 9-19-13
UCC Chair Approval: Date: ________

New Course Proposal Cover Sheet (July 2013)
1. **Rationale Statement** (Why is this course needed? What purposes will it serve?)

RELG 277 and its companion course, RELG 278, mark a change in the Religion discipline’s offering of its survey of American religion course (currently taught as RELG 276, Religion in America). The existing course, while a staple of departmental offerings and popular with students, has proven to be pedagogically and academically cumbersome. To continue to force a broad study of religions in America into a single semester denies the department and students the opportunity to address the topics involved in any more than a cursory manner. By splitting RELG 276 into logical component parts, we will offer students a chance to learn more about the diversity of religions in the United States both before and after the Civil War. The current method privileges a few religious traditions at the expense of many other. With this change, we will be able to investigate at a 200-level the varieties of religious experience in American history.

2. **Impact Statement** (Provide details about the Library, space, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. as needed.)

No new demands would be added. The material taught in this course are already available as part of the resources the University provides to RELG 276. No new acquisitions of library materials, technology, or space would occur.

3. **Sample Syllabus**

See below
Religion in America until the Civil War
Religion 277

Mary Beth Mathews
mmathews@umw.edu
Office: Trinkle B46
Campus phone: x1354

SUMMARY

This course focuses on religion in U.S. history and culture from the pre-colonial era to the Civil War era. Because of their dominance of American religion, Protestants will receive the most attention of our study, but Catholics, Jews, and Native Americans will play significant roles in understanding the history of religion in America. There are no prerequisites for this course, but students should have a very basic understanding (high school level) of U.S. history. By the final exam, students will have a richer comprehension of how American religions influenced American culture and vice versa.

OUTCOMES STATEMENT

[NOTE THAT I WILL SUBMIT THIS COURSE FOR GEN ED AND WI APPROVAL UPON CURRICULUM COMMITTEE FINAL NOTIFICATION]

RELG 277 satisfies one course in the Human Experience and Society General Education category. The course also carries a Writing Intensive designation. Students will be able to analyze and explain the role of religion in American history, as well as how the notion of religious pluralism informs the American experience.

TEXTS

Religion in America (8th edition) John Corrigan and Winthrop Hudson (abbreviated as C&H)
American Religions: A Documentary History R. Marie Griffith (abbreviated as RMG)
Readings posted on Canvas*

SCHEDULE

Week One
Introduction and Religion in Europe Overview

Week Two
Native Encounters with Europeans
Reading assignments: C&H 7-32; Sublimis Deus (RMG 2); Father Petit*

Week Three
Religion in the Plymouth and Massachusetts Bay Colonies
Reading assignments: C&H 33-70; Of Plymouth Plantation (RMG 3); Spiritual Milk for Boston Babes in Either England (RMG 10); Anne Hutchinson (RMG 37)

Week Four
Religion in Pennsylvania and Rhode Island (the Seeds of Religious Liberty)
Letter to the Town of Providence (RMG 75);

Week Five
New Course Proposal Cover Sheet (July 2013)
English-Speaking Catholics Arrive
Reading assignments: get started on *Age of Reason (Part First)* for next week

Week Six
Revolution and Religious Freedom in the New Republic
Reading assignments: *Age of Reason (Part First)*; C&H 70-105, 122-132; *A Bill for Establishing Religious Freedom* (RMG 150); *Memorial and Remonstrance* (RMG 152);

Week Seven
Evangelicals Arrive
Reading assignments: C&H 132-146; *A Plain Account of Christian Perfection* (RMG 115)

Week Eight
African Americans, Free and Slave
Finney’s *Memoirs* (RMG 189); Jarena Lee (RMG 198); Frederick Douglass (RMG 213)

Week Nine
New Religious Movements
Reading assignments: C&H 167-179, 142-166; Joseph Smith (RMG 164)

Week Ten
Jews Come to America
Reading assignment: “A History of Judaism in America”* (Canvas link to Marc Lee Raphael chapter)

Week Eleven
Potatoes, the Irish, and Americans
Reading assignment: Hennessey, “Immigrants Become the Church”*

Week Twelve
Recap: What has been happening? Trends in American religion before the abolitionist movement
Reading assignment: review notes

Week Thirteen
Which Side Are You On? Anti-Slavery Debates Begin
Reading assignments: C&H 179-203; Grimke, Beecher, and Armstrong (RMG 220)

Week Fourteen
The Civil War: What Happens When the City on the Hill Splits?
Reading assignment: *The Battle Hymn of the Republic*; Lincoln’s Second Inaugural Address*

Week Fifteen
A Look Ahead
Reading assignment: C&H, “Post-Civil War America”

REQUIREMENTS
Paper proposal 5%

New Course Proposal Cover Sheet (July 2013)
Midterm exam 20%
One research paper 25%
Four brief reaction papers 20%
Final Examination 20%
Class participation 10%

RESEARCH PAPER ASSIGNMENT
Students must write one research paper, 5-7 pages in length, for this class, using secondary sources available at UMW or elsewhere, on a particular group, individual, or movement in American religious history. The subject of your paper need not be something we have covered in class. ALL paper topics are subject to the approval of the instructor. Paper proposals are due early in the semester to allow you the time necessary to complete your research. A word about Internet sources: many of them are highly unreliable, and you should use care in selecting them. If you find you must use Internet sources, please consult the instructor to discuss them. Failure to consult with the instructor about such sources will diminish your paper’s grade.

REACTION PAPERS
At four predetermined dates this semester, you will complete a short (2 to 4 page, normal margins, double-spaced) paper, providing your reaction to a topic or theme in the week’s readings. The paper should be concise, well-argued, and original. You must use the third person, and you should engage with the topic rather than summarizing the week’s readings. Each paper must be pledged according to the requirements of the University of Mary Washington Honor Code.

CLASS PARTICIPATION
Students should complete all readings BEFORE the first meeting of class each week. Your class participation grade will be based on 1) your regular attendance and attention in class, and 2) reading quizzes, if the instructor deems those necessary.

THE HONOR CODE
I take the University of Mary Washington Honor Code very seriously. You will not receive warnings about infractions, as you should know how to cite sources by this point in your academic career. Using someone else’s words, ideas, or arguments without proper citation is plagiarism. All work must be pledged.

DIVERSITY
A word about diversity in religion: this class will examine a variety of religions, both on their own and in context with other religions. We will not, however, engage in subjective judgments about any religion we discuss. In the classroom, as in any academic environment, we must engage in open and impartial consideration of the subject.

GRADING SCALE
The following grading scale will be in effect for this class:
94-100 A
90-93 A-
87-89 B+
84-86 B
80-83 B-
77-79 C+
74-76 C
MISCELLANEOUS

The instructor expects all students to turn in papers and take quizzes and exams on the appointed days. Extensions will be granted only in EXTREME circumstances and BEFORE the date of the exam or paper. Please note that the University of Mary Washington does not have excused absences.

Students in need of accommodations should present a letter, from the Office of Disability Resources, to the instructor confirming such a need as early as possible in the semester. The instructor makes every effort to accommodate such needs.

Students should remember that the class functions best without electronic interruptions. Computers, cell phones, and other devices should be switched off during class. Students who text during class will lose points from their class participation grade.