SYLLABUS

DATE OF LAST REVIEW: 02/2013
CIP CODE: 24.0101
SEMESTER: Departmental Syllabus
COURSE TITLE: Religion in America
COURSE NUMBER: HIST-0108
CREDIT HOURS: 3
INSTRUCTOR: Departmental Syllabus
OFFICE LOCATION: Departmental Syllabus
OFFICE HOURS: Departmental Syllabus
TELEPHONE: Departmental Syllabus
EMAIL: KCKCC- “issued email accounts are the official means for electronically communicating with our students.”

PREREQUISITE(S): None

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION:
Designed to acquaint students with American religious history from the religious practices of the land’s earliest occupants to the religions practiced by Americans today, Religion in America explores topics such as revivalism, fundamentalism, and millenary thinking, with a special emphasis on the growth of religious diversity.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

COURSE OUTLINE:
I. The Problem of Definition
II. The Civil Religion
   A. The Puritans
   B. Religion and the Political Order
III. Religious Liberty and the Free Church
   A. Supreme Court
   B. Metaphors and Doctrine
   C. Religious Clauses
IV. Revivalism
   A. Great Awakenings
B. Urban Revivalism
C. Catholic and Jewish Response

V. Indigenous American Religious Movements
A. Perfectionist and Utopian Movements
B. Mormons
C. Adventists
D. Christian Science
E. Holiness-Pentecostal
F. Other Recent Movements

VI. Liberalism and Conservatism
A. Early Protestantism
B. 20th Century Protestantism
C. American Catholicism
D. American Judaism

VII. Missions and the Social Gospel
A. Origins and Development
B. Social Gospel Today

VIII. Black and White in American Religion
A. The Dilemma
B. Historical origins and Expression
C. Contemporary Situation

IX. Ecumenism and Interfaith Cooperation
A. Historical Roots
B. Decades of Ecumenism
C. Interfaith cooperation in Contemporary America

X. American Religion in Ferment
A. 1970's: Mainline Decline/Conservative Growth
B. Electronic Church
C. Scientific Creationism and Evolution

XI. 1980's and 1990's

EXPECTED LEARNER OUTCOMES:

A. The student will be able to trace the historical development of American church history.
B. The student will be able to discuss the rise of Puritanism in Colonial America.
C. The student will be able to examine the debate in the relationship of church to state at the Constitutional Convention.
D. The student will be able to discuss the rise of revivalism in the First and Second Great Awakenings.
E. The student will be able to discuss the major indigenous American religions.
F. The student will be able to examine the ideological debates in the 19th and 20th Centuries between church liberals and conservatives.
G. The student will be able to discuss the rise of the Social Gospel in the 20th Century.
H. The student will be able to compare the Black and White Christian churches.
I. The student will be able to discuss ecumenism as a movement in modern America.
J. The student will be able to discuss religious diversity in modern America.

COURSE COMPETENCIES:

The student will be able to trace the historical development of American church history.

1. The student will be able to describe the difficulty in defining religion, and will understand the difference between the academic study of religion and a devotional or spiritual approach to religion.
2. The student will be able to describe the diversity within Native American religious practice.
3. The student will be able to explain the background of the Protestant Reformation.

**The student will be able to trace the historical development of American church history.**

4. The student will be able to examine the movement of Colonial Puritans to New England and discuss their impact on future American religious life.
5. The student will be able to discuss the other influential religious groups in the New World.

**The student will be able to examine the debate in the relationship of church to state at the Constitutional Convention.**

6. The student will be able to compare and contrast Jefferson’s views on religious liberty with his more conservative contemporary Americans.
7. The student will be able to discuss the Free Exercise Clause and the Establishment Clause of the First Amendment.

**The student will be able to discuss the rise of revivalism in the First and Second Great Awakenings.**

8. The student will be able to review Church/State relations for the past 200 years via Supreme Court rulings.
9. The student will be able to trace the rise of revivalism in American church history, impact on the frontier, and development of the Methodist and Baptist denominations.
10. The student will be able to examine the rise of the Mormon Movement on the frontier.

**The student will be able to discuss the major indigenous American religions.**

11. The student will be able to examine other indigenous movements such as the Adventists, Christian Scientists, and Utopian Movements.
12. The student will be able to discuss “cults” or “new religious movements.”
13. The student will be able to discuss the rise of the Holiness Pentecostal Movements.

**The student will be able to examine the ideological debates in the 19th and 20th Centuries between church liberals and conservatives.**

14. The student will be able to discuss the growth of the American Catholic Church in the 19th Century and its difficulties in Protestant America.
15. The student will be able to explain the transformation of Catholicism during the Second Vatican Council, and will be able to describe the diversity within American Catholicism today.
16. The student will be able to examine the rise of the three branches of American Judaism and the rapid growth of the Reform Movement.

**The student will be able to compare the Black and White Christian churches.**

17. The student will be able to discuss the American Missionary Movements and its impact on the 3rd World.
18. The student will be able to examine the rise of the Black Church, its unique history, contemporary influences within the Black Community.

**The student will be able to discuss the rise of the Social Gospel in the 20th Century.**

19. The student will be able to compare and contrast the messages of Martin Luther King and Malcolm X.

**The student will be able to discuss ecumenism as a movement in modern America.**

20. The student will be able to discuss the rise of American ecumenism in the post World War II era and its
The student will be able to discuss religious diversity in modern America.

23. The student will be able to examine the reaction to science and creationism by the conservative fundamentalists.
24. The student will be able to discuss the growth of Buddhism and Hinduism in the United States.
25. The student will be able to discuss the growth of Islam in the United States.
26. The student will be able to discuss regional differences in religious practice.
27. The student will be able to discuss the religious diversity existing in America today.
28. The student will be able to discuss religion in the wake of September 11.
29. The student will be able to explain the positive and negative aspects of American Civil Religion.
30. The student will be able to explain the relationship between the religious beliefs of a particular community and its religious architecture.

ASSESSMENT OF LEARNER OUTCOMES:
Student progress will be assessed by two major essay examinations, out-of-class written assignments on each chapter in the texts, an independent study component in which the student will research religious movement, sect, or group not studied in class, class participation, and an all-essay final examination.

SPECIAL NOTES:
This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

*Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact Director of Academic Resource Center, in Room 3354 or call (913) 288-7670.*
Kansas City Kansas Community College

21st Century General Education Learning Outcomes

Learning Outcomes

Discipline knowledge and content mastery is expected of all graduates. More specifically, KCKCC is committed to the Learning Outcomes listed below. We believe that competence in the Learning Outcomes is essential for the success of graduates and will enhance their ability to become contributing members of our increasingly complex world. These areas of knowledge and skills are equally valid for all KCKCC graduates, whether they transfer to a four-year college or pursue a career after leaving college.

General Education Learning Outcomes

Communication Learning Outcomes
The learner will have the ability to express, interpret, and modify ideas/information effectively (both written and oral), including but not limited to reading text accurately and correctly; writing with a clear purpose and effective organization; speaking effectively using appropriate styles that suit the message, purpose, and content; and employing active listening techniques.

Computation Learning Outcomes
The learner will have the ability to understand and apply mathematical concepts and reasoning using numerical data.

Critical Reasoning Learning Outcomes
The learner will understand inductive and deductive reasoning and have the ability to define problems and use data (qualitative and quantitative) to make complex decisions utilizing analysis, synthesis, and evaluation skills.

Technology and Information Management Learning Outcomes
The learner will have the ability to define, collect, organize, analyze, and evaluate information from a variety of sources. The learner will also have the ability to understand basic technology concepts and functionality in order to use technology as a tool to locate and retrieve information.

Community and Civil Responsibility Learning Outcomes
The learner will demonstrate knowledge, awareness, and understanding of diverse ideas, values, and perspectives of a culturally diverse world; an understanding of the ethical issues and values that are prerequisites for making sound judgments and decisions; a recognition of the obligation to become actively involved as a contributing member of the community; and a sensitivity to the awareness of aesthetic expression.

Personal and interpersonal Skills Learning Outcomes
The learner will have the ability to work cooperatively and productively with others; to understand and evaluate his/her capabilities; to manage his/her personal growth by setting realistic and appropriate goals.
SOCIAL AND BEHAVIORAL SCIENCES
STUDENT SUCCESS STRATEGIES

Know your teacher’s name.

Turn off your electronic devices in class/make paying attention to the work of the class your only concern.

Miss class only when you cannot attend/acquire missed information and materials ASAP.

Know your syllabus.

Know the attendance policy.

Know the requirements for tests and assignments.

Know information about final exam and make-up exams.

Know instructor’s position on use of Wikipedia or other online sources.

Know the instructor’s preferred writing style (APA, MLA, etc.).

Always know your grade.

Contact your teacher ASAP with concerns or questions.

Know the benefits of the academic resource center.

Know if your course has a practicum, service learning component, or other exception.

Use an academic planner.

Know the course withdrawal policy.

Know your instructor’s office hours and make appointments when necessary.

Know the school’s scholastic honesty policy.

Be familiar with the course learning objectives, course competencies, and the college’s 21st century learning outcomes for general education.