Course Description - This course is introduces the panorama of people, movements, issues, groups, events, and institutional developments which have characterized religious experience in the United States from the Colonial period to the present.

Course Objectives

- Demonstrate a basic understanding of the spectrum of religious movements emerging over the last four centuries in the territory that became the United States.

- Reflect critically on the way faith communities address historical issues today.

- Pray for the church’s witness in today’s context while living in intellectual and spiritual fellowship with believers from previous generations.

- Identify one or more exemplary Christians from previous generations as role models: explain their struggles, interpret their achievements and failures, and uphold their contribution to American spiritual and cultural life.

- Develop skills in research, critical and faithful analysis, and clear writing.

Required Texts


Course Assignments and Evaluation for Masters Students

- Class Attendance & Participation (20% of grade)

- Reading Quizzes (20%) - Before the beginning of each class session (except for the first), students will be required to take a quiz on the reading assignment for that session. These quizzes will be administered by Moodle. They are timed and designed solely for the purpose of encouraging students to complete a thorough reading of their assignments before the beginning of class.
• Field Trip (20%) - In lieu of a class session, students will visit the Billy Graham Museum in the Graham Center on the campus of Wheaton College. Students may visit the museum at a day and time of their own choosing. Students shall complete this assignment by Session 7, and shall confirm its completion by submitting a 1000 word summary of insights gleaned from the visit.

• Writing Assignments (40%) - Students shall research the roots of their congregations, tracing the ecclesiastical and theological traditions back to the Reformation period. Student shall then prepare four documents for their congregations. The four documents, before the final class session, include:
  
  • A 1000 word blog for the church web-site,
  • A 1000 word description of your congregation’s heritage for the web-site,
  • A 600 word article for the church newsletter, and
  • A detailed lesson plan (with manuscript) for an adult Sunday School class (accompanied by power point).

**Grading Policy on Late Work** - Assignments submitted after posted due dates will be reduced by one full letter grade.

**Grading Scale**

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<tr>
<td>A</td>
<td>100-95</td>
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<td>A+</td>
<td>94-90</td>
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<td>B+</td>
<td>89-87</td>
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<td>B</td>
<td>86-83</td>
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<td>B-</td>
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<td>C+</td>
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<td>F</td>
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**Course Sessions** (Students shall read selections from Gaustad which correspond to their readings in Noll. For example, let’s take “Session 1.” Before the class meets, students shall read Noll, pages 1-21. Then, they shall read only those pages from Gaustad 1-42 which address issues covered by Noll. In other words, students need not necessarily read all 42 pages. The same pattern holds true for the other sessions.)

**Session 1**
A New World
Noll 1-21 & Gaustad I:1-42

**Session 2**
Colonial Roots: Mission, Diversity, Dissent
Noll 30-82 & Gaustad I:43-124
“The Salem Witch Trials”

**Session 3**
Great Awakening
Noll 83-113 & Gaustad I:160-193

**Session 4**
Religion and Revolution
Noll 114-162 & Gaustad I:195-294
Session 5  Revival, Reform, New Religious Landscapes  Noll 163-244 & Gaustad I:295-327
“The Shakers”

Session 6  Religious Crisis of the Civil War  Noll 286-334 & Gaustad I:517-599

Session 7  Christian America?  Noll 335-422

Session 8  The Ironic Twentieth-Century  Noll 423-500

Session 9  Noll 501-553
“I Have a Dream,” Martin Luther King, Jr.

Session 10  Wrap-Up
Do Course Evaluation on Moodle

Supplemental Reading List


**POLICIES FOR ALL MASTERS CLASSES**

**NOTE:** All communications from the seminary will go to your seminary email account. Contact ithelpdesk@seminary.edu if you need help forwarding your seminary email address to your personal email address.

As a seminary community we hold integrity/hospitality as core values. Individuals are able to do their best work and thinking when their peers are fully present and engaged. We expect each person to both participate in class and carefully listen to others with the belief that everyone’s contribution is equally important. Therefore, the following policies have been established in order to provide clarity in regard to attendance expectations and relationships in the classroom.

**Class Attendance Policy**

It is expected that students will attend and participate in all class sessions. Failure to attend at least 80% of class sessions is grounds for automatic failure. A professor may set other attendance expectations. Students are always expected to communicate with a professor in advance if they will be absent. Attendance expectations are higher for online and intensive courses (see syllabus for specific requirements).

**Class Tardiness Policy**

The third time a student is late to the start of class, it will be counted as a class absence. It is also expected that students will return from a break by the time specified by the professor.

**Late Work Policy**

If a student cannot complete the work for a course by the due date listed on the syllabus, they must submit a “Request for a Grade of Incomplete” form to the Registrar by 4:30 of the last day of the term. The form must be signed by the instructor and Dean of Students. The professor may set stipulations and grade reductions. In the absence of a formal request form, the student will receive a grade based upon work completed by the last day of the term.

**Plagiarism**

Plagiarism is the act of passing off as one’s own the words or ideas of someone else without providing proper acknowledgement or documentation. See the “Academic Honesty Policy” in the Seminary Catalog for more information on plagiarism and how to avoid it.

**Electronic Format**

Unless otherwise specified by the professor, all work submitted electronically must be in a Word document format (.doc, .docx).
**Technology Use in the Classroom**
Unless it is directly tied to note-taking or research for the class, students are expected to refrain from using cell phones, laptops, or other electronic devices during class.

**Course Evaluation in Moodle**
Students must complete an online course evaluation using the seminary Moodle system at [http://moodle.seminary.edu](http://moodle.seminary.edu). The evaluation will be open at the end of the course. If you need assistance connecting to Moodle or accessing the evaluation, please send an email to moodlehelp@seminary.edu.