

HISTORY 522 F01

SELECTED TOPICS IN THE SOCIAL HISTORY OF RELIGION

Fall 2005

Monday 2:30-5:30
Clearihue C316

Instructor: Dr. Lynne Marks

Phone number: 721-7395
email: lsmarks@uvic.ca
Office: Clearihue B228
Office Hours: Thursday 12:30 - 1:30 (or by appointment)

This seminar will explore selected topics in the social history of religion, primarily in the context of Canada, the United States and Britain. The course will focus on the nineteenth and twentieth centuries. It will primarily explore issues related to Christianity, but will also touch on other faith traditions. Topics to be explored will include popular religion, religion and lived experience, religion and mass culture, spirituality, colonialism, secularization, immigration and assimilation, religion and health, religious conflicts and prejudices and religion as it relates to issues of class, race, ethnicity, gender, sexuality and family life. In exploring these topics we will also be addressing a number of current theoretical and methodological debates within the social history of religion.

Required text

Students must purchase the following text, which is available at the university bookstore:

Robert A. Orsi, Thank You, St. Jude: Women's Devotion to the Patron Saint of Hopeless Causes,
Yale University Press, 1996.

Reserve Readings

All readings not taken from the required text are on reserve in the reserve section of the McPherson Library.

Class Discussion

Class discussion is a central component of this seminar. Participation will be worth either 20% or 30% of your final grade depending on the grading scheme you choose (see below). It is expected that students will respect each others' points of view in discussion. We should all endeavour to create an environment in which all students feel comfortable about participating.

Each student is required to come to class with at least one question that they wish to raise as part of general discussion. This question may relate to one particular reading, or to common themes addressed by different readings. We may not always deal with everyone's question, but having a relevant question prepared for class discussion will count as part of your class participation grade.

Readings have not yet been chosen for the last two weeks of class. Each student (or depending on class enrolment, two students working together) will be responsible for choosing the topic and readings for half of one of these classes. Each topic should only involve two or three readings. Students will be responsible for leading class discussion of the readings they have chosen.

Written Work

Short Papers

Over the course of the term students will be required to write six two page papers on the week's readings. These papers should be based on all or most of the week's readings. **These papers can only be written on the readings up to and including the week of November 14th. This means that you will be writing papers on six out of the first seven sets of readings.**

These papers should NOT simply be summaries of the week's readings. Instead you should chose one or two points from the readings that you wish to discuss and analyze. You may, for example, wish to analyze and assess the way in which different authors deal with a particular aspect of the topic, discussing the problems you saw with different approaches, or explaining why you preferred the approach or method of one author over that of the other. You may also wish to discuss your perspective on a theoretical point raised by the readings -- or you may wish to present (and defend) your own perspective on any other central point raised by the readings. The point is NOT to try to cover all issues discussed in the week's readings, but instead to identify and discuss one or two central issues/problems and present (and support) YOUR OWN analysis and perspective on these problems. These papers are intended to help strengthen your analytical skills. They will also make it easier for you to contribute to class discussion since you will come to class having already thought about the issues raised by the readings.

These short papers must be handed in **at the beginning** of the class in which the particular readings are to be discussed. Late papers will not be accepted. Papers may not be more than two pages double-spaced. They must be written in essay form. They will be worth 30% of your final grade. If you wish to hand in more than six papers, I will count the six best papers in calculating your grade.

Major Paper

You will also be required to write an historiographical paper on a subject of your choice. This paper must be 20-25 pages long. In this paper you will compare various works and analyze the way in which the topic chosen has been addressed by various historians and historical schools. This paper will be worth 40% or 50% of your final grade depending on the grading scheme you choose (see below). It will be due on December 5th. This deadline is firm. Late essays will lose 2% a day unless you provide me with a (very) good reason as to why you cannot meet the deadline by the week before the essay is due.

A complete bibliography for the major essay will be due on October 24th. This bibliography will not be marked. However, failure to hand in the bibliography will result in students' losing 5% of their total grade. (For example, a student whose grade for the course came to 75% but who did not hand in a bibliography would receive 70% for the course).

Students should note that essays will be marked for grammar, clarity of writing, and organization, in addition to content and analysis.

Statement on Plagiarism

Plagiarism is a serious academic offence. Students are expected to do their own research, to acknowledge all sources used, and to write their essays in their own words. Students uncertain about what constitutes plagiarism should consult with the instructor. They should also read the section on cheating in the University Calendar.

Depending on the severity of the offence, penalties for plagiarism can include receiving a 0 on the plagiarized assignment, or a failing grade for the course as a whole.

Grade Breakdown

You may choose either one of the following grading structures. You must inform me which you have chosen by September 26th, and you may not change your mind after you have made your choice.

Grading System I

Class Participation	20%
Short Papers	30%
Historiographical Paper	50%

Grading System II

Class Participation	30%
Short Papers	30%
Historiographical Paper	40%

Numerical grades are converted to letter grades based on the Department of History conversion chart below:

A+ -- 90-100	C+ - 60-64
A -- 85-89	C - 55-59
A- -- 80-84	D - 50-54
B+ -- 75-79	E - 40-49
B -- 70-74	F - 0- 39
B- -- 65-69	

Class Schedule

September 12 **Introduction to the Course**

September 19 **Historiography/Secularization**

Kathleen Neils Conzen, Harry S. Stout, E. Brooks Holifield and Michael Zuckerman, "The Place of Religion in Urban and Community Studies", Religion and American Culture, Summer 1996
RESERVE

Robert Orsi, "Who Cares About Religion? The Blind Spot in Contemporary Historiography"
RESERVE

William R. Sutton, "Tied to the Whipping Post: New Labor History and Evangelical Artisans in the Early Republic", Labor History, Spring 1995 RESERVE

David B. Marshall, "Canadian Historians, Secularization and the Problem of the Nineteenth Century", Canadian Catholic Historical Association, Historical Studies, 1993-1994 RESERVE

Jon Butler, "Jack-in-the-Box Faith: The Religion Problem in Modern American History", The Journal of American History, March 2004 RESERVE

September 26 **Lived Religion/Material Christianity**

Robert Orsi, "Everyday Miracles", in Lived Religion in America, David Hall, ed.,
RESERVE

Colleen McDannell, Chapters 1 and 3, Material Christianity: Religion and Popular Culture in America RESERVE

Leigh Eric Schmidt, Introduction and Chapter 4 "The Easter Parade", Consumer Rites: The Buying and Selling of American Holidays, RESERVE

October 3 class cancelled – instructor at conference

October 10 – no class – Thanksgiving

October 17 **First Nations and Missionaries**

Susan Neylan, The Heavens Are Changing: Nineteenth-Century Protestant Missions and Tsimshian Christianity, Introduction and Chapters 1, 7-9 and Conclusion

Jace Weaver, “From I-Hermeneutics to We-Hermeneutics: Native Americans and the Post-Colonial”, in Unforgotten Gods: Native American Religious Identity, Jace Weaver, ed. RESERVE

George Fulford with Louis Bird, “‘Who is Breaking the First Commandment?’: Oblate Teachings and Cree Responses in the Hudson Bay Lowlands”, Reading Beyond Words RESERVE

October 24 **Religion/Irreligion and the Working Class**

** BIBLIOGRAPHIES DUE **

S. C. Williams, Religious Belief and Popular Culture in Southwark c1880-1939, Chapters 1, 3, 4-7 RESERVE

Hugh McLeod, Introduction, Chapters 6 and 8 and Conclusion, Piety and Poverty: Working-Class Religion in Berlin, London and New York, 1870-1914 RESERVE

October 31 **Issues in African-American Religious History**

Charles Joyner, “‘Believer I Know’: The Emergence of African American Christianity”, in David Hackett, ed., Religion and American Culture. RESERVE

Evelyn Brooks Higginbotham, chapters 1 and 7, Righteous Discontent: The Women’s Movement in the Black Baptist Church, 1880-1920, RESERVE

Judith Weisenfeld, “On Jordan’s Stormy Banks: Margins, Center, and Bridges in African American Religious History”, New Directions in American Religious History, RESERVE

Edward E. Curtis IV, “Islamizing the Black Body: Ritual and Power in Elijah Muhammad’s Nation of Islam”, Religion and American Culture, Summer 2002 RESERVE

November 7 **Issues in Gender/Sexuality/Ethnicity**

Ann Braude, "Women's History is American History", in Retelling U.S. Religious History
RESERVE

Susan Juster, "The Spirit and the Flesh: Gender, Language, and Sexuality in American Protestantism", in New Directions in American Religious History, Harry S. Stout and D.G. Hart, eds. RESERVE

Paula E. Hyman, "The Sexual Politics of Jewish Identity", in Gender and Assimilation in Modern Jewish History: The Roles and Representation of Women RESERVE

Marie Anne Pagliarini, "The Pure American Woman and the Wicked Catholic Priest: An Analysis of Anti-Catholic Literature in Antebellum America", Religion and American Culture, Winter 1999 RESERVE

Enrico Carlson Cumbo, "Salvation in Indifference: Gendered Expressions of Italian-Canadian Immigrant Catholicity, 1900-1940", in Nancy Christie, ed., Households of Faith: Family, Gender and Community in Canada: 1760-1969 RESERVE

November 14 **Religion, Gender and Healing**

Robert A. Orsi, Thank You, St. Jude: Women's Devotion to the Patron Saint of Hopeless Causes,

November 21

Topics to be chosen by students

November 28

Topics to be chosen by students

****HISTORIOGRAPHICAL ESSAYS DUE ON DECEMBER 5TH****