I. General Information. Please provide the following information regarding the course and its current status.

Name of course: Religion In America
Course Prefix and Number: HST 2799
Credits: 3
Description (from catalog or from curriculum proposal): This course explores the history of America’s diverse religious traditions since the colonial era and their relationship to historical developments in society, politics, and culture. We will consider how religion has both acted as a conservative force in society by preserving the status quo and been the motivation for radical democratic upheaval. We will investigate patterns of religious establishment, revivalism, the influence of science on religion, the rise of a national “civil religion,” changes in denominational structures and theology, secular accommodation, and cycles of denominational growth and change. While we will explore the history of American Christianity, we will also study the influence of other faith traditions.

What is the official status of the course at the present time? Check one of the following.

_____ This course is already in the University catalog.

X____ This course is part of a curriculum proposal that has been submitted to the Curriculum Committee.

_____ This course has been approved by the Curriculum Committee and is in Curriculum Report ____ (#), ____ (academic year). (Example: CR I, 2012-2013).

II. Summary of Goal Areas

All BSU Liberal Education courses must meet at least one of the student learning outcomes/competencies from Goal Area 2 Critical Thinking. In addition to Goal Area 2, any one course may be placed in one or two additional goal areas. Please check the one or two goal areas in which you would like the course placed.

_____ Goal Area 1: Communication (2 courses, 6 credits)

_____ Goal Area 2: Critical Thinking (Requires completion of the rest of the Liberal Education Program.)

_____ Goal Area 3: Natural Science (2 courses, 7 or more credits)

_____ Goal Area 4: Mathematical/Logical Reasoning (1 course, 3 or more credits)

_____ Goal Area 5: History and the Social and Behavioral Sciences (2 courses, 6 or more credits)

X_____ Goal Area 6: Humanities and the Arts (2 courses, 5 or more credits)

_____ Goal Area 7: Human Diversity (1 course, 2 or more credits)

_____ Goal Area 8: Global Perspective (1 course, 3 or more credits)

_____ Goal Area 9: Ethical and Civic Responsibility (1 course, 2 or more credits)

_____ Goal Area 10: People and the Environment (1 course, 3 credits)

_____ Goal Area 11: Performance and Participation (1 or more credits)
For each goal area selected above, complete an appropriate goal area form and provide necessary course documentation (e.g., a course syllabus) as requested on that form. The goal area forms can be found at http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/. The student learning outcomes/competencies for Goal Area 2 Critical Thinking are described on the forms associated with Goal Areas 1, and 3-11.

III. Signatures and Contact Person

Originator: _______John Ellis_______ John Ellis _______ 1.05.2018
Name Typed Signature Date

Department Chair: _______Brendan McManus_______ Brendan McManus _______ 1.08.2018
Name Typed Signature Date

Dean: _______Colleen Greer_______ Colleen Greer _______ 1.08.2018
Name Typed Signature Date

Person to be contacted for further information:

Name: _______John Ellis_______ Phone: ___X4355_______ E-mail: JEllis@bemidjistate.edu
IV. Submission Process Information

The completed form, including signatures, follows the same process as a curriculum proposal. Liberal Education forms may be submitted concurrently with curriculum proposals for new or modified courses. To begin the process, submit your proposal to your department chair. See the chart below for routing.

<table>
<thead>
<tr>
<th>Routing Steps for Liberal Education Curriculum Review</th>
<th>New Courses (not in the catalog)</th>
<th>Courses in Catalog but New to LE</th>
<th>Modification of Courses already in LE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Dean</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Academic Affairs (for tracking)</td>
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<td>Curriculum Coordinator (Records Office)</td>
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<tr>
<td>Curriculum, Graduate, Teacher Education Committees, as appropriate</td>
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<tr>
<td>Liberal Education Committee</td>
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<tr>
<td>Curriculum Report</td>
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<tr>
<td>Faculty Senate</td>
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<td>X</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
This form should be completed for the following circumstances:
- For a new course proposed for the Liberal Education Program
- For a course modification involving adding this goal area to an already existing course
- For a course modification involving the student learning outcomes/competencies associated with an already existing course in this goal area.

STEP ONE: GENERAL INFORMATION

Name of course: Religion In America
Course prefix and number: HST 2799
Credits: 3
Course description: This course explore the history of America’s diverse religious traditions since the colonial era and their relationship to historical developments in society, politics, and culture. We will consider how religion has both acted as a conservative force in society by preserving the status quo AND been the motivation for radical democratic upheaval. We will investigate patterns of religious establishment, revivalism, the influence of science on religion, the rise of a national “civil religion,” changes in denominational structures and theology, secular accommodation, and cycles of denominational growth and change. While we will explore the history of American Christianity, we will also study the influence of other faith traditions.
Are there any prerequisites? No
Reasons for creating this course: The purpose of this course is to provide the students with an additional online Goal Area Six offering in the Liberal Education curriculum. There are relatively few online courses available in Goal Area Six. The purpose of this course is to help fill that gap.
How often will this course be offered? Spring semester of Even Years
What is the projected maximum class size (cap)? 25 students

*All courses in the Bemidji State University Liberal Education Program also address some aspect of Goal Area 2 Critical Thinking.

STEP 2: SELECTION OF STUDENT LEARNING OUTCOMES/COMPETENCIES TO BE MET BY THE PROPOSED COURSE

Goal Area 6: The Humanities and Fine Arts

- Students need to take two courses and earn at least 5 credits.

The overall goal for this goal area is to expand students' knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the fine arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

According to the Minnesota Transfer Curriculum (MnTC), to be accepted for inclusion in this goal area, courses must provide for three of the five listed competencies, A-E. Please checkmark the competencies met by the course under consideration.
Students will be able to...

_X__ A. Demonstrate awareness of the scope and variety of works in the arts and humanities;

_X__ B. Understand those works as expressions of individual and human values within an historical and social context;

_X__ C. Respond critically to works in the arts and humanities;

_____ D. Engage in the creative process or interpretive performance;

_____ E. Articulate an informed personal reaction to works in the arts and humanities.

Goal Area 2: Critical Thinking

All courses in BSU's Liberal Education Program are expected to incorporate critical thinking skills. The overall goal for this area of the Minnesota Transfer Curriculum is to develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking skills are taught and used throughout the BSU Liberal Education curriculum in order to develop students' awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems. Please checkmark one or more of the competencies/student learning outcomes met by the course under consideration.

Students will be able to:

_X__ A. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.

_X__ B. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.

_X__ C. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.

_X__ D. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

STEP 3: ADDITIONAL INFORMATION TO BE PROVIDED FOR EACH STUDENT LEARNING OUTCOME/COMPETENCY SELECTED

As you create the materials to be submitted (e.g., a course syllabus) please detail how the student learning outcomes/competencies checked in Step 2 above (for Goal Areas 6 and 2) will be assessed in this course.

Please attach a course syllabus and any other relevant material.

THANK YOU! WE LOOK FORWARD TO RECEIVING YOUR COURSE PROPOSAL!
“Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof.” Ever since the First Amendment incorporated the disestablishment clause into the Constitution, Americans have both been stirred by the promise of religious freedom and debated its meaning in a land of diversity. On the one hand, the Founders agreed that America should not have a national religious establishment, and they boldly acted to secularize the government. On the other, the disestablishment clause did not initially apply to the states, and from the beginning, Americans have disagreed on the degree to which there should be a separation of church and state. For instance, Connecticut citizens had to pay a state tax to the Presbyterian Church until the 1820s.

While research polls have demonstrated that the proportion of Americans who have no religious affiliation has steadily increased since the year 2000, it is also evident that religion continues both to shape and divide the nation. For instance, a federal court ruled in 2016 that a Kentucky theme park that created a life-sized Noah’s Ark and openly questioned evolution could get an $18 million sales tax rebate. In the same year, the North Carolina state government first passed and then repealed a law stating that transgender persons must use public restrooms that matched the sex named on their birth certificates, rather than their gender identities. Critics argued that it was unconstitutionally premised on religious principles. Just this summer, SCOTUS agreed to hear the case of a Colorado baker, who cited religious grounds to refuse to sell a wedding cake to a gay couple. Twenty-first-century Americans continue to struggle over how to make religious liberty a reality.

Course Description and Class Objectives

We will explore the history of America’s diverse religious traditions since the colonial era and their relationship to historical developments in society, politics, and culture. We will consider how religion has both acted as a conservative force in society by preserving the status quo AND been the motivation for radical democratic upheaval. We will investigate patterns of religious establishment, revivalism, the influence of science on religion, the rise of a national “civil religion,” changes in denominational structures and theology, secular accommodation, and cycles of denominational growth and change. While we will explore the history of American Christianity, we will also study the influence of other faith traditions.

By the end of this semester, students should:

- Recognize and examine the key people, events, and themes that shaped American religious history. Students will interpret how and why America’s wide ranging religious traditions have both shaped and been shaped by their social, cultural, and political contexts.
- Interpret the historical significance of the values, ideologies, and assumptions expressed in the writings of religious leaders, theologians, lay adherents, and secular critics of America’s diverse faith traditions. Students will likewise interpret the historical significance of religious rituals and
visual art.

- Refine their critical thinking, speaking, reading, and writing skills. Students will read several hundred pages of text, analyze and evaluate the perspectives of the authors’ of these readings, and construct their own interpretations in writing and online discussion.
- Create sound historical arguments. Students will both investigate primary sources and debate historians’ clashing views in order to practice the skills that historians use to examine the past.

**Course Reading**

**Required Book for Everyone:**


**You Will Read One of the Following. Wait to Buy Until I Assign Your Reading.**


You may purchase the books either in the college bookstore or online to find better prices, but you will need the Allitt book in hand at least one week before our first discussion week.

Students must read the Allitt text for the discussion week indicated. The instructor may assign additional texts throughout the semester.

**Assignments Overview**

I reserve the right to alter the assignments and their point values at my discretion.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>20</td>
<td>See Schedule</td>
</tr>
<tr>
<td>Lecture Homework</td>
<td>198 (18 x 11 Lectures)</td>
<td></td>
</tr>
<tr>
<td>Exam 1</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Exam 2</td>
<td>250</td>
<td></td>
</tr>
<tr>
<td>Term Paper</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Discussion Wk. Participation</td>
<td>200 (40 x 5)</td>
<td></td>
</tr>
<tr>
<td>Mini-Discussions</td>
<td>135 (15 x 9)</td>
<td></td>
</tr>
</tbody>
</table>
Graded Assignments

Exams
The class will be broken into two large units, each covering a distinct time period. Each of the two open-book exams will consist of one essay question and two short-answer questions, all of which will cover the lectures. I will provide the essay and short-answer questions on the Friday before each “test week.” The students will then have next nine days to complete the exam and turn it in through Dropbox on D2L in Microsoft Word format by no later than the following Sunday.

Each essay will be double-spaced in Times New Roman 12-point font. Students will write each essay as a formal paper with a thesis argument, body paragraphs to support the thesis, a conclusion, and in-text citations. The first exam essay must be 3-4 double-spaced pages long (975-1300 words). The second exam’s essay must be 4-5 double-spaced pages long (1300-1625 words). The students should use the information from my lectures as evidence to defend their theses. Essays must cite the lectures at least once per body paragraph. Students may also cite the Allitt text, but they are not required to do so. Use parenthetical citations (Ellis, lecture number) or (Allittt, page number). The essays must not include exact quotes from any source. Paraphrase instead of quote.

Each short-answer question will require a one-paragraph response (75-100 words). The answers to these questions will not require citations. The lectures provide the material needed to answer them.

I will provide additional directions and grading criteria before the first exam. The second exam will not be comprehensive, but it will be worth more points to reflect the more detailed answer required.

Quiz
One short, open-book quiz will be posted on D2L at the start of the semester. It will cover topics in the syllabus and the layout of the class on D2L.

Discussion Weeks
Five times during this semester, we will have weeks devoted to discussion and debate. These debates will occur on a discussion board that I will create on D2L. This discussion board will only be open during the discussion week, and it will close afterward. One week before the discussion, each student will be assigned to one of four possible groups. Each group will consist of two or more students. In preparation for each of these discussions, all students will read one chapter in the Major Problems book covering a clashing views related to American religious history. Each chapter includes two secondary sources written by historians and several primary sources.
• The first post for each student in the first group will consist of two paragraphs: The first paragraph will defend the first historians’ perspective by describing both the author’s thesis and at least two pieces of supporting evidence used by the historian in the Major Problems text. The students in group one should defend their historians’ thesis as if it was their own. This paragraph must be five sentences long. It should be written as a self-encapsulated mini-essay.

The second paragraph will address one or two open-ended questions that I will pose to the entire class. There will be no “right” or “wrong” answers. The students in group one should use insight from the first historian to inform their responses. This paragraph must be five to six sentences long. It should be written as a self-encapsulated mini-essay.

Each student will make his or her initial post, consisting of both paragraphs, by no later than Tuesday of the discussion week.

• The first post for each student in the second group will consist of two paragraphs: The first paragraph will defend the second historians’ perspective by describing both the author’s thesis and at least two pieces of supporting evidence used by the historian in the Major Problems text. The students in group two should defend their historians’ thesis as if it was their own. This paragraph must be five sentences long. It should be written as a self-encapsulated mini-essay.

The second paragraph will address one or two open-ended questions that I will pose to the entire class. There will be no “right” or “wrong” answers. The students in group two should use insight from the second historian to inform their responses. This paragraph must be five to six sentences long. It should be written as a self-encapsulated mini-essay.

Each student will make his or her initial post, consisting of both paragraphs, by no later than Tuesday of the discussion week.

• The first post for each student in the third and fourth groups will consist of two paragraphs: The first paragraph will analyze a pre-assigned set of primary sources. This paragraph will address one or more of the following questions (I will assign each student in each group a question): Who wrote your primary sources? Who are the intended audiences? What do they argue or relate? Do they better support the thesis of the first or second historian? This paragraph must be five sentences long. It should be written as a self-encapsulated mini-essay.

The second paragraph will address one or two open-ended questions that I will pose to the entire class. There will be no “right” or “wrong” answers. The students in groups three and four should use insight from their primary sources to inform their responses. This paragraph must be five to six sentences long. It should be written as a self-encapsulated mini-essay.

Each student will make his or her initial post, consisting of both paragraphs, by no later than Tuesday of the discussion week.

• After all of the students in groups one through four have made their initial posts, each student in
these four groups must reply to another student’s response to the open-ended question. This reply should be at least three or four thoughtful sentences long, and it should either rebut or defend the other student’s response OR ask the student for further elaboration. The replies must be respectful. They may question ideas and interpretations, but they should not be demeaning. These replies must be posted by no later than Wednesday of discussion week. The students who receive replies should then reply to these rebuttals and/or questions. If a student receives no replies, then he or she should instead reply to a question and/or rebuttal directed to another group member. The second set of replies must be posted by no later than Thursday.

Each student will also complete a five-question assignment covering the Major Problems chapter before each discussion day. The questions’ answers are required to be paragraph-length. This homework assignment will be due by the Tuesday @ 9:00 PM at the start of the discussion week through Dropbox on D2L in Microsoft Word format.

The homework assignment will be worth 20 points, and the discussion board post will be worth 20 additional points. In other words, each discussion week will be worth 40 points total.

I will provide additional directions and grading criteria before the first discussion week.

Online Lectures and Weekly Lecture Homework
Every week of class I will post one three-part lecture under the “Materials” folder in D2L. The lectures will be posted the weekend before the start of each week. On the five discussion weeks, I won’t post lectures. The lectures, which are recorded in video format, will be accompanied by a PowerPoint file. Students are expected to finish taking notes on these lectures by the end of the week they are posted.

To help the students become engaged with the lectures, they will complete a homework assignment every week that will cover the lectures that are posted. I will ask six questions for each lecture that is posted. The questions will be posted at the same time as the lectures for a given week. The students’ typed answers will be due by the following Sunday (seven days after the questions are posted) through Dropbox on D2L in Microsoft Word format. Each question asked will be worth three points.

Mini-Discussions (not to be confused with discussion weeks ☺)
On the weeks during which we have neither a Major Problems debate nor an exam due, I will post one open-ended discussion question. The question for each week will relate to the lectures. The students will answer the question on a designated discussion board that I will create on D2L. The students’ initial posts should be at least five thoughtful sentences long. Each student should then reply to at least one post from another student in at least three thoughtful sentences. Since each question is open-ended, there will be no “right” or “wrong” answers, but I expect the discussion board posts to be both thoughtful and respectful. The initial posts are due on Thursday of the given week. The replies are due on Sunday. Participation in each mini-discussion is worth 15 points.

Term Paper
This six-page paper will help you to develop your analytical and writing skills. To prepare, you will first read either The Color of Christ, Religion in American Politics, Summer for the Gods, or Selling
After reading your book, draw upon insight from it AND at least two primary sources AND two secondary sources from the discussion day readings to answer one of the following questions: How has religion shaped and/or adapted to the American values of liberty and democracy, OR how has religion shaped and/or adapted to the American value of consumerism? (Choose the question that fits your book’s focus.) In other words, what does the nation’s religious legacy say about the meaning of being American? Your paper will also address the following secondary questions: What is your book’s thesis? What evidence and methods of persuasion does the author use to support his argument to the audience? Do you find the book’s argument persuasive? Why or why not? In your conclusion, consider how you feel religion continues to shape American society today. The paper will be double-spaced in Times New Roman 12-point font. You will write the paper as an essay with a thesis argument, body paragraphs to support the thesis, a conclusion, in-text citations, and a works cited page. I will provide additional directions and grading criteria before the first exam. Please see my statement on academic integrity below.

**Late Assignments and Make-Ups**
I don’t curve the final grade. I don’t predetermine the number of As, Bs, Cs, Ds, and Fs. You hold your destiny in your own hands.

Late term papers will be accepted no more than one day after they are due and will result in a one-letter grade loss. To take a make-up exam, students must provide either a signed doctor’s excuse on letterhead or, in the case of a wedding or funeral, a printed program. Unless a student is ill or injured, students must also notify me one day in advance that they will miss an exam. I reserve the right to make exceptions for extenuating circumstances.

**Student Conduct**
Students are expected to be aware of Bemidji State University’s policies regarding classroom conduct, academic integrity, student diversity, and students with special needs.

**Online Classroom Conduct**
Students are expected to assist in creating an online environment that is conducive to learning. Incivility and disruptive behavior will not be tolerated and may result in a request to leave class.

**Academic Integrity**
BSU students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating, and misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part of all of a course as well as suspension from the University. If you have any questions regarding the definition of plagiarism, please discuss them with your instructor.

*Your instructor defines plagiarism as directly copying four or more words without using quotes or paraphrasing someone else’s work without a citation. Plagiarized term papers will not receive credit.*

**Student Diversity**
This course is designed to accommodate students of varying abilities, skills, and backgrounds. Students
are expected to be collegial with one another and accepting of their classmates’ diversity, including but not limited to differences in race, class, gender, ethnicity, national origin, religion, and political views. Disciplinary action will be taken if a student engages in sexual harassment or contributes to the creation of a hostile environment.

**Students with Special Needs**
I would like to make sure that all the materials, discussions and activities that are part of the course are accessible to you. If you would like to request accommodations or other services, please contact me as soon as possible. Upon request students with a documented disability may receive appropriate and reasonable accommodations in this course including information in an alternate format. Please contact the Disability Services Office at 755-3883 or email disabilityservices@bemidjistate.edu. Upon request this syllabus can be made available in alternate formats. If you have special needs, it is your responsibility to register with the Disabilities Services Office and to inform your instructor.

**Some Final Things**
Remember I am always there and willing to help. If you need help, make sure to stop by during my office hours or schedule another time to see me. However, I can only help, if you talk to me. If you have problems, ask me as soon as they come up so we can work them out.

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**DAILY SCHEDULE**

**The Week Of:**

**Monday January 8- Sunday January 14**
- Class Introductory Announcements and Syllabus Posted on D2L
- Lecture 1: The Unintended Religious Diversity of England’s First Colonies, 1607-1693
- **Open-Book Syllabus Quiz and Lecture Homework,** due Sunday @ 9:00 PM

**Monday January 15-Sunday January 21**
- Lecture 2: The Unintended Religious Diversity of England’s First Colonies, 1607-1693
- **Lecture Homework and Mini-Discussion Post,** due Sunday @ 9:00 PM

**Monday January 22-Sunday January 28**
- **First Discussion Week;** Discussion Week Homework due Tuesday @ 9:00 PM

**Monday January 29-Sunday February 4**
- Lecture 3: Religion During the Era of the American Revolution, 1760s-1790s
- **Lecture Homework and Mini-Discussion Post,** due Sunday @ 9:00 PM

**Monday February 4-Sunday February 11**
- Lecture 4: The Second Great Awakening, 1787-1830s
- **Lecture Homework and Mini-Discussion Post,** due Sunday @ 9:00 PM

**Monday February 12-Sunday February 18**
- **Second Discussion Week;** Discussion Week Homework due Tuesday @ 9:00 PM
Monday February 19-Sunday February 25
- Lecture 5: Pursuing the Millennium in Antebellum America, 1800s-1850s
- Lecture Homework and Mini-Discussion Post, due Sunday @ 9:00 PM

Monday February 26-Sunday March 4
- Third Discussion Week; Discussion Week Homework due Tuesday @ 9:00 PM

Monday March 5-Sunday March 11
- Lecture 6: Taking the Chance Out of Choice: Antebellum America's Conscience, 1800s-1860s
- Lecture Homework and Mini-Discussion Post, due Sunday @ 9:00 PM

Monday March 12-Sunday March 18
- Lecture 7: The Bond of Religion: Cities, Immigrants, and the South in Post-Civil War America, 1860s-1890s
- Lecture Homework, due Sunday @ 9:00 PM
- First Exam, due Thursday @ 9:00 PM

Monday March 19-Sunday March 25
- Lecture 8: The New Intellectual Climate: Darwinism and Higher Criticism, 1860s-1890s
- Lecture Homework and Mini-Discussion Post, due Sunday @ 9:00 PM Monday March 26-Sunday April 1
- Fourth Discussion Week; Discussion Week Homework due Tuesday @ 9:00 PM

Monday April 2-Sunday April 8
- Lecture Homework and Mini-Discussion Post, due Sunday @ 9:00 PM
- Term Paper, due Sunday @ 9:00 PM

Monday April 9-Sunday April 15
- Lecture 10: The “Disaffected” Churches and the Ebbing Tide of Protestantism, 1900-1929
- Lecture Homework and Mini-Discussion Post, due Sunday @ 9:00 PM Monday April 16-Sunday April 22
- Fifth Discussion Week; Discussion Week Homework due Tuesday @ 9:00 PM

Monday April 23-Sunday April 29
- Lecture 11: The Return to Faith and the Quest for Consensus: 1941-1963 (mini-lecture)
- Lecture 12: A Fragmented America: The New Left and Religious Right, 1960s-present
- Lecture Homework and Mini-Discussion Post, due Sunday @ 9:00 PM

9:00 PM Second Exam, due Tuesday, May 2nd @ 9:00 PM

All portions of this syllabus are subject to change