

# COURSE SYLLABUS

<b>Course Title:</b>	History of Religion in America		<b>Date submitted:</b>	Fall 2017 (AAC: 17-52)
<b>Department:</b>	Social Sciences			
<b>Curriculum:</b>	History			
<b>Course Descriptors:</b> Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.	<b>Course Code:</b> (eg. ACC 101)	HIS*248	<b>Prerequisites:</b> C- or better Introduction to College Reading & Writing (ENG*093) or Introduction to College English (ENG*096) or Reading & Writing VI (ESL*162), or placement into Composition (ENG 101)	
	<b>Course Type:</b>	D/L		
	A: Clinical B: Lab D: Distance Learning I: Individual/Independent L: Lecture N: Internship M: Seminar P: Practicum U: Studio X: Combined Lecture/Lab Y: Combined Lecture/ Clinical/Lab Z: Combined Lecture/Studio			
	<b>Elective Type:</b>	G/HI/HU/LAS		
	AH: Art History E: English FA: Fine Arts FL: Foreign Language G: General HI: History HU: Humanities LAS: Liberal Arts & Sciences M: Math S: Science SS: Social Science			
	<b>Credit Hours:</b>	3		
	<b>Developmental:</b> (yes/no)	No		
	<b>Lecture:</b>	3		
	<b>Clinical:</b>	0		
	<b>Lab:</b>	0		
<b>Studio:</b>	0			
<b>Other:</b>	0			
<b>TOTAL:</b>				
<b>Class Maximum:</b>	25/35	<b>Corequisites:</b>		
<b>Semesters Offered:</b>	Fall			
			None	
			<b>Other Requirements:</b>	
			None	
<b>Ability Based Education (ABE) Statement</b>	At Tunxis Community College students are assessed on the knowledge and skills they have learned. The faculty identified the General Education Abilities critical to students' success in their professional and personal lives. In every class, students are assessed on course abilities, sometimes program abilities, and, in most classes, at least one General Education Ability. Students will receive an evaluation of the degree to which they have demonstrated or not demonstrated that General Education Ability.			
<b>Catalog Course Description:</b>	Examines the role of religion in the creation and evolution of American society from the colonial era to the present. Topics will include religious pluralism, traditions of tolerance and intolerance, religion and social reform, secularism and fundamentalism, clashes and reconciliations of faith and reason, and the interplay of church and state.			

<p><b>Topical Outline:</b> List course content in outline format.</p>	<ol style="list-style-type: none"> <li>1. Colonial Religious Pluralism</li> <li>2. The Great Awakening</li> <li>3. Revolution, Religion, and the Constitution</li> <li>4. The Second Great Awakening and Social Reform</li> <li>5. African American and Native American Religion</li> <li>6. Catholicism: Papists vs. Protestants</li> <li>7. Darwin, Secularism, and Religion in the Victorian Era</li> <li>8. The New Immigrants: Christians and Non-Christians</li> <li>9. Fundamentalism in the Early Twentieth Century</li> <li>10. Religion in an Age of Growing Affluence</li> <li>11. Religion and Cold War</li> <li>12. The Counterculture: Religious Experimentation</li> <li>13. Church vs. State in Postwar America</li> <li>14. The Evangelical Movement</li> <li>15. Religious Trends Since the Late Twentieth Century</li> </ol>
<p><b>Outcomes:</b> Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.</p>	<p><b>Upon successful completion of this course, the student will be able to do the following:</b></p> <ol style="list-style-type: none"> <li>1. define and describe major events, movements, individuals, organizations, and ideas that have shaped American religious history</li> <li>2. explain the impact of cultural pluralism on the development of religion in the United States</li> <li>3. describe the evolution of the relationship between church and state in the United States</li> <li>4. discuss how broader societal and cultural trends have influenced religion in America</li> </ol>
	<p><b>PROGRAM:</b> None</p> <p><b>COMPETENCIES FULFILLED:</b></p> <p><b>Critical Analysis/ Logical Thinking</b> - Students will be able to organize, interpret, and evaluate evidence and ideas within and across disciplines; draw reasoned inferences and defensible conclusions; and solve problems and make decisions based on analytical processes.</p> <p><b>Demonstrates:</b> Identifies the issue(s); formulates an argument; explains and analyzes relationships clearly; draws reasonable inferences and conclusions that are logical and defensible; provides support by evaluating credible sources of evidence necessary to justify conclusions.</p> <p><b>Does Not Demonstrate:</b> Identifies few or no issues; formulates an argument without significant focus; provides an unclear explanation of analysis and relationships; drawing few reasonable inferences and conclusions that are illogical and indefensible; provides little to no support using credible sources of evidence necessary to justify conclusions</p>

	<p><b>Written Communication (embedded)</b> - Students will be prepared to develop written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings.</p> <p><b>Demonstrates:</b> Writes articulate texts using appropriate evidence and appeals as determined by the rhetorical situation.</p> <p><b>Does Not Demonstrate:</b> Writes texts lacking appropriate evidence and appeals as determined by the rhetorical situation</p>
<p><b>Evaluation:</b> List how the above outcomes will be assessed.</p>	<p><b>Assessment will be based on the following criteria:</b></p> <ol style="list-style-type: none"> <li>1. Written assignments</li> <li>2. Quizzes/tests</li> <li>3. Class participation</li> <li>4. Additional class work as assigned</li> </ol>
<p><b>Instructional Resources:</b> List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.</p>	<p><b>Required:</b> N/A</p> <p><b>Desired:</b> Articles from religion-online.org Access to ATLA Religion Database</p>
<p><b>Textbook(s)</b></p>	