

Christian History 3: North American Christianity (HSTY-5230)

North Park Theological Seminary

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COURSE DESCRIPTION

This course traces the mutual impact of Christianity and North American culture, politics, and economics from the sixteenth century through the twentieth, enabling a developmental understanding of the ministry contexts in which students will likely serve.

COURSE OBJECTIVES

- Be capable of conveying the Christian tradition for appropriation in the life and mission of the Church.
- Contribute to student's capacity to engage diversity and inter-cultural competence for ministry particularly through the courses emphases on the particularities of race, class, ethnicity, and gender in the history and development of distinctively American Religious movements.
- Demonstrate an understanding of general developments in North American Christianity as well as some of the most important persons, ideas, and movements.
- Gain a greater capacity to read and interpret primary texts.
- Hone skills of oral and written communication for future ministry.
- Assess the interrelationship between text and context through presentations on historically significant sermons and speeches.
- Evaluate sources used to develop historical arguments in scholarly monographs.
- Think about history theologically as a repository of wisdom and warnings.

BOOKS TO PURCHASE

Jon Butler et al., *Religion in American Life: A Short History*, 2nd ed. 2011 (ISBN 978-0195333299)

Kristen Kobes Du Mez, *Jesus and John Wayne: How White Evangelicals Fractured a Faith and Divided a Nation*, 2020 (978-1631495731)

Nathan Hatch, *The Democratization of American Christianity*, 1991 (ISBN 978-0300050608)

Choose one film to Stream: Broken Blossoms (1919); Hallelujah (1929); The Apostle (1997); Inherit the Wind (1960); Boys Town (1938).

Assorted Primary and Secondary Sources Available on Canvas

ASSESSMENTS AND GRADING DISTRIBUTION

Film Review - (15%): Students will choose/or be assigned one of the following films: Broken Blossoms (1919); Hallelujah (1929); The Apostle (1997) , Inherit the Wind (1960) Boys Town (1938)

Reflect on the following: How does this film connect to course themes (i.e. why do you think Dr. Hatlem included this particular film?) How does the film reflect the time period in which it was produced?

Primary Source Analysis and Discussion - (20%): Students will write one short (3) page paper on a primary source in American Religious History to be distributed by email to classmates by Tuesday at midnight (CST). Primary sources analysis topics will be assigned during the first class. **ALL STUDENTS** must come to class having read the primary source as well as their colleagues' analysis papers

Comparing monographs - (20%): What goes into writing history? Students will examine two monographs in American Religious History (one recent and another a classic) and write a 8 page review discussing the following:

The type of sources the historians utilize? Are some perspectives missing? Is the author clear about the method employed in choosing and organizing sources? What are the strengths and weaknesses of the argument? Did these books change the way you think about the subject? What contribution does the work make to an existing body of knowledge on this topic (you might pay attention to how scholars have reviewed the book.) How might these books be informed by the era in which they were written? Both books give a complex account of how social transformation occurs and the complicated interplay of forces sometimes involved. Do you find this level of analysis helpful for your ministry?

Design a class - (15%): Chicago is an important city for American Religious History. However, often stories of American Religious History focus on other places (particularly New England). If you were to write the story of Religion in America and focused on the city of Chicago what events and people would you cover? What primary sources would you employ? Are there secondary sources that you would have students read? Students will be asked to write a course Syllabus for a seminar entitled: "The Religious History of Chicago."

Take Home Final (30%) Students will answer longer essay questions on general themes in American Religious History such as: relationship of church and state, colonialism, diversity, race, religious innovation, revival, secularity.

ACADEMIC HONESTY

In keeping with our Christian heritage and commitment, North Park University is committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating will receive a failing grade on the assignment and are subject to discipline up to and including failure of a course and expulsion. Our definition of cheating includes but is not limited to:

- Plagiarism – the use of another’s work as one’s own without giving credit to the individual. This includes using materials from the internet.
- Copying another’s answers on an examination.
- Deliberately allowing another to copy one’s answers or work.
- Signing an attendance roster for another who is not present.

For additional information, see the Seminary Academic Catalog, pp. 25–27.

ACCOMODATIONS

North Park is committed to creating an inclusive learning environment. If you anticipate or experience any barriers to learning in this class related to a disability, contact the Center for Student Engagement by email ada@northpark.edu or phone at 773-244-5737 to schedule an appointment with the Learning Specialist. You can also stop by The Center for Student Engagement, located on the first floor of the Johnson Center.

TITLE IX

Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the Title IX Coordinator (773-244-6276 or TitleIX@northpark.edu) for information about reporting, campus resources and support services, including confidential counseling services.

As members of the North Park faculty, we are concerned about the well-being and development of our students, and are available to discuss any concerns. Faculty are legally obligated to share information with the University’s Title IX coordinator in certain situations to help ensure that the student’s safety and welfare is being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual assault, relational/domestic violence, and stalking.

Please refer to North Park’s Safe Community site for reporting, contact information and further details.

INCOMPLETE GRADES

If, due to extenuating circumstances (specifically, pregnancy, illness, personal and family issues, military assignment, etc.), a student anticipates they will be unable to complete course work within the allotted time, that student may request a grade of incomplete from the course instructor before the last week of class clearly stating the reason(s) for this request. Overscheduling and/or lack of self-discipline are not considered extenuating circumstances. If the request is timely and meets the criteria, student and instructor will submit the incomplete grade form and the grade for that class will be listed as “I” until the last day of the following semester. If coursework is not submitted by the last day of the following semester the listing of “I” will automatically be changed to “F.” For the full policy, see page 15 of the Seminary Academic Catalog.