



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 3/5/09

1. ACADEMIC UNIT: Religious Studies

2. COURSE PROPOSED: REL 323 Afr Amer Religion: A Biographical Approach 3
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Moses N. Moore Phone: 480 965-8671
Mail Code: 3104 E-Mail: mooses.moore@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L
Mathematical Studies-MA CS
Humanities, Fine Arts and Design-HU
Social and Behavioral Sciences-SB
Natural Sciences-SQ SG

- Global Awareness-G
Historical Awareness-H
Cultural Diversity in the United States-C

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

This course provides detail examination of the religious and cultural heritage of a minority group (African Americans). It also requires more than 50% written assignments.

CROSS-LISTED COURSES: [X] No [] Yes; Please identify courses:

Is this amultisection course?: [X] No [] Yes; Is it governed by a common syllabus?

Joel Gereboff
Chair/Director (Print or Type)

/s/
Chair/Director (Signature)



Date: _____

Arizona State University Criteria Checklist for

CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups of American Indians, Hispanic Americans, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Arizona State University Criteria Checklist for


CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups of American Indians, Hispanic Americans, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

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Proposer: Please complete the following section and attach appropriate documentation.

ASU--[C] CRITERIA			
CULTURAL DIVERSITY IN THE UNITED STATES			
YES	NO		Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:	Course Syl and Reading Assignments
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.	Course Syl; Reading Assignments
		2. A Cultural Diversity course must then meet at least one of the following specific criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.	Course Syl ; Reading Assignments
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States. *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc. **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Hispanics, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.	

Course Prefix	Number	Title	Designation
REL	323	African American Religion: A Biographical Approach	CULTURAL

Explain in detail which student activities correspond to the **specific** designation criteria.
 Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Example- See 2b. Compares 2 U.S. cultures	Example- Compares Latino & African American Music	Example- See Syllabus Pg. 5
See 2a Provides indepth study of cultural specific elements and experiences of a racial minority group	Provides indepth study of African American religious and cultural history	See "Course Description" on pg. 1 of Syllabus; "Introduction on pg 3 of syllabus (green highlight)
1 Course contributes to understanding of cultural diversity in contemporary US	Provides insight in the dynamics or religious and cultural diversity in the contemporary Unites states	See Course Description and syllabus pp. 1, 4-5 (blue highlight)

Department of Religious Studies
REL 323A (#56123)
 Spring 2006



Instructor: Dr. Moses N. Moore, Jr.
Office: ECA #369
Office Hours: T/Th 12-1 and by Appt.
Phone: (480) 965-8671
Email: moses.moore@asu.edu

W:1:40-4:30
Loc.: TBA (Coor 118)

General Studies: Hu, C

Course Description:

Through the critical study of autobiographical and biographical works, this course will examine the experiences, motivations, and contributions of a number of figures associated with the African American religious experience.. The varied influence of religious beliefs, traditions, and institutions upon the personal and social lives of these figures and the broader culture (both black and white) will be emphasized. This course will also provide an overview of the history and development of African-American religion and an introduction to methodological issues related to its study and impact within the broader discipline of religious studies. In addition is expected that this course will provide insight into the role and function of religion and religious leaders in other ethnic and cultural traditions.

General Course Objectives:

1. To provide a general knowledge of the various roles played by religious beliefs and institutions in American life and culture;
2. To provide basic awareness of theoretical and methodological issues involved in the study of African American and American religious history.
3. To encourage development of critical interpretive, evaluative, and communication skills (oral and written) related to the study of African American and American religious history; C-1
4. To prepare students to be informed participants in discourse related to the role and function of religion in contemporary American life and culture.

Course Requirements:

1. Attendance (more than 3 absences will result in the drop of a letter grade/more than 4 may result in failure of the course!)
2. Class Participation (Informed discussion of assigned readings)
3. A series of brief "Reflection Essays" based on the readings and related material (30 % of final grade) C-1
4. Seminar Paper/ Presentation focused on a religious biography or autobiography of figure not highlighted in course outline (50% of final grade) C-1
5. Final Examination (20% of final grade)
- 6.* A limited number of optional extra credit assignments will be available over the course of the semester.

Required Texts:

Milton C. Sernett, African American Religious History: A Documentary Witness (2nd ed)

James Cone, Malcolm & Martin & America: A Dream Or A Nightmare

James Cone, My Soul Looks Back

Gayraud Wilmore, Black Religion and Black Radicalism (1998)

*Reading packets compiled and provided by the Instructor (\$5.00)

Additional readings will be assigned at the discretion of Instructor

Supplementary Texts:

*William L. Andrews, Sisters of the Spirit: Three Black Women's Autobiographies of the Nineteenth Century

Richard Allen, The Life Experience and Gospel Labors of Rev. Richard Allen

Howard Thurman, With Head and Heart

Albert J. Raboteau, Slave Religion : The Invisible Institution in the Antebellum South

Robert Weisbrot , Father Divine and the Struggle for Racial Equality

W. E. B. Du Bois, The Souls of Black Folk

Carter G. Woodson, History of the Negro Church

Randal K. Burkett, Garveyism as a Religious Movement: The Institutionalization of a Black Civil Religion

Karen M. Brown, Mama Lola: A Vodou Priestess in Brooklyn

James Cone and Gayraud Wilmore, ed., Black Theology: A Documentary History (Vols. I&II)

Evelyn Brooks Higginbotham, Righteous Discontent: The Woman's Movement in the Black Baptist Church, 1880-1920

Charles Long, Significations: Signs, Symbols, and Images in the Interpretation of Religion

Lawrence Levine, Black Culture and Black Consciousness

Melville J. Herskovits, The Myth of the Negro Past

Joseph E. Holloway, Africanisms in American Culture

C. Eric Lincoln, Race, Religion, and the Continuing American Dilemma

Hans A Baer and Merrill Singer, African American Religion in the Twentieth Century: Varieties of Protest and Accommodation

Gayraud S. Wilmore, ed., African American Religious Studies: An Interdisciplinary Anthology

Loewenburg and Bogin, Black Women in Nineteenth-Century American Life

Wills and Newman, Black Apostles at Home and Abroad

Rosetta E. Ross, Witnessing and Testifying: Black Women, Religion, and Civil Rights

Course Format:

This course will be taught as a seminar with intensive discussion of assigned readings. Brief lectures by the instructor will serve to provide background and broader context for various eras and topics but the primary emphasis of this course will be upon our corporate engagement and discussion of the texts and related materials. Do not come to class unprepared to participate.

Attendance, Make-ups:

Attendance is required and essential. Students participating in university-sanctioned activities must identify themselves prior to missing class and provide an official copy of their travel schedule. No quiz make-ups will be given.

Disability Services:

Students requiring use of Disability Services or in need of other adaptations to the class should inform the instructor ASAP.

Withdrawals, and Incompletes: Please note and follow "Drop/Add/Withdrawal" schedule and procedures at

<http://www.asu.edu/aad/catalogs/general/ug-enrollment.html#grading-system>

Academic Dishonesty: Cheating is not tolerated. The Department of Religious Studies abides by ASU's "Student Academic Integrity Policy." See: <http://www.asu.edu/studentlife/judicial/integrity.html>

Course Outline

I. Organizational Meeting

II. Introduction

- A. Overview: Methodological Concerns and Problems
- B. Black Autobiographies as History and Literature

Primary Readings: Sernett, pp. ix-10; Wilmore, Foreword, Introductions, pp. vii-xiv; Blassingame "Black Autobiographies As History and Literature" (handout for in class reading and discussion)

III. Olaudah Equiano: West African Legacy

- A. The African Diaspora
- B. The African Religious Legacy in the New World Diaspora (?)
- C. Equiano : A Contested Autobiography (?)

Primary Readings: "Olaudah Equiano: Traditional Ibo Religion and Culture" in Sernett, pp. 13-19; Raboteau, *Slave Religion* pp. 1-92*. (packet #1)

IV. God Struck Me Dead: Conversion Testimonies and Narratives

- A. Le Jau, "Slave Conversion on the Carolina Frontier"
- B. Awakenings and Conversion

Primary Readings: Le Jau, "Slave Conversion..." in Sernett, pp. 25-33 ; "I am blessed but you are damned"* (packet #2)

V. Richard Allen: Segregated Sabbaths and the BICM

- A. Pioneer Black Preachers and Churches
- B. Richard Allen and the Black Independent Church Movement
- C. Black Preachers in White Denominations

Primary Readings: Allen, *Life Experiences and Gospel Labors* in Sernett, pp. ;139-154;_ Peter Williams , "To the Citizens of New York" in Sernett, pp. 211-217; * Moore, "Righteousness Exalts a Nation. . ." * (packet #3)

*****Seminar Presentations Start*****

VI. Black, Female, and Called to Witness

- A. Black Women and Black Religion
- B. Jarena Lee, Elizabeth, and Amanda Berry Smith, etc., etc.

Primary Readings: Jarena Lee, " The Life and Religious Experience of Jarena Lee. . ." in Sernett , pp. 164-184; and Amanda Berry Smith, "The Story of the Lord's Dealings with Mrs. Amanda Smith" .in Sernett , pp. 270-281 . . ."*

Seminar Presentations:

VII. Black Religion and Black Rebellion:

- A. David Walker's "Appeal"
- B. Rev. Nat's "Confession"

C. H. H. Garnet' "Address"

Primary Readings: David Walker's "Appeal" Sernett, pp. 193-201; "The Confessions of Nat Turner. . . ." Sernett, pp. 89-101; Henry Highland Garnet's, "Address"* (packet #4)

Seminar Presentations:

VIII. Black Religion and Black Nationalism:

- A. Henry M. Turner
- B. Marcus Garvey

Primary Readings: "Turner" in Sernett, pp. 289-295 ; Burkett, "Garveyism as a Religious Movement. . ."* (packet #5)

Seminar Presentations:

IX. Into the 20th Century: New Religious Alternatives and Agenda

- A. George Washington Woodbey
- B. Reverdy Ransom and W. E. B. Du Bois
- C. Father Divine, and the New Black Gods of the Metropolis

Primary Readings: Woodbey "Black Socialist Preacher"; "Father Divine" in Sernett, pp. 478-486; Du Bois*; Ransom* Packet #6*

Seminar Presentations:

X. Malcolm X and The Islamic Heritage:

- A. Muslims in Antebellum America
- B. Elijah Muhammad :The Formation of the Nation of Islam
- C. Malcolm X
- D. Louis Farrakhan: Islam In Transition

Primary Readings: Cone, Malcolm and Martin; Packet #7

Seminar Presentations:

XI Martin L. King and Forebears of the Movement:

- A. Vernon Johns, etc.
- B. MLK King, Jr.

Primary Readings: Cone, Malcolm and Martin); packet #8)

Seminar Presentations:

XII. The Women of the Civil Rights Movement and Beyond:

- A. Ella Baker
- B. Fannie Lou Hamer

Primary Readings: TBA, Packet #9

Seminar Presentations:

XIII. James H. Cone and the Black Theological Critique

- A. James Cone
- B. Jackie Grant and the Womanist Critique

Primary Readings: Cone, My Soul Looks Back (As Assigned) ; Womanist Theology , etc in packet #10)

Seminar Presentations:**XIV. Into the Twenty-First Century: Contemporary Black Religious Leaders and Issues****Final Examination: TBA****Due Date for Final Paper: TBA*********Web site**

To get to the sites:

1. Type "myasucourses.asu.edu" into the address area of your web browser (no quotation marks, and no www).
2. Log in if needed.
3. Click on the link for the course you want.