

# HISTORY 490

## CAPSTONE RESEARCH SEMINAR

### RELIGIOUS ENCOUNTERS

Christopher Jones

[ccjones@byu.edu](mailto:ccjones@byu.edu)

Office: 2109 JFSB

Office Hours: M, 3:30-4:30 pm; Th, 9:30-11:00 am

Winter 2019

Section 004 (385 CB)

MWF 10-10:50 am

#### **COURSE DESCRIPTION:**

The course represents the culmination of your years spent studying history at BYU. You will each research, write, and present an article-length piece of original historical scholarship. It should be based on research in primary sources, engage with the relevant historiography, and provide a fresh perspective or unique contribution to our collective knowledge of the past.

The course is structured around the broad theme of "religious encounters," which can mean any number of things, including (but not limited to) human encounters with the divine, the encounter of a religious (or non-religious) person with a religious, racial, or ethnic "other," or the interaction of religious groups. While much of our reading will deal with religion in American history, you are welcome to research and write about religious encounters in periods and places far removed from the United States.

#### **COURSE FORMAT AND OBJECTIVES:**

The central aim of the course is for students to research, write, revise, and present an original piece of scholarship dealing with some aspect of "religious encounters."

Unlike other classes, we will meet regularly only for the first several weeks of class, and then periodically throughout the remainder of the semester. Our time together in class will be spent discussing, critiquing, and engaging assigned readings and one another's work. There are no prepared lectures – students are expected to come to class having completed the reading and ready to discuss it with classmates.

Students will also present their work – both in progress and complete – over the course of the semester.

#### **REQUIRED READING:**

You are not required to purchase any books for this class. All required readings will be made available via Learning Suite or through the library.

You may want to purchase a copy of Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations* (sixth edition or newer). The book is available for checkout and on several reference shelves in the HBLL, as well.

## **ASSIGNMENTS AND GRADING:**

**There are eight graded components to this course:**

### **1. ATTENDANCE AND PARTICIPATION – 5%**

Because we meet only a handful of times over the course of the semester, students are expected to attend class and actively participate in class discussion. This necessitates reading the assigned material before class and coming prepared to critically and thoughtfully discuss it with both your classmates and myself. Classes will be graduate seminar-style.

You are also required to attend at least 5 individual meetings with me over the course of the semester. Appointments during office hours can be made online at <http://calendly.com/jonesofficehours>. Appointments during class meeting times labeled “Individual Meetings” in the syllabus can be made via email.

### **2. PRIMARY SOURCE/TOPIC PAPER – 5%**

This essay outlines a potential research topic for your paper and identifies the primary sources you plan to use to write it. The essay should be ~2 pp. long, and should clearly identify the who, what, where, and when of your chosen subject. It should also include a formal bibliography of the primary sources.

### **3. HISTORIOGRAPHICAL ESSAY – 5%**

This essay describes the “state of the field” on your chosen research topic. It details not only what others have written about the subject, but why and how trends have changed over time. Your essay should also detail how your research speaks to that earlier work and what kind of contribution it will make. The essay should be ~3 pp. long. Parts of this essay may be used in both the prospectus and the final paper. It should also include a formal bibliography of ~8-12 secondary sources (scholarly books and articles) relevant to your chosen topic.

### **4. PROSPECTUS – 10%**

Building on your primary source/topic paper and historiographical essay, this document outlines your paper topic, explains how other historians have approached the subject, and details the primary sources you intend to use. This paper is due early in the semester, and you will not know everything about your subject yet. That is okay. But your prospectus must suggest a working argument for the final paper. It should also include a formal bibliography of relevant secondary and primary sources. You will each give a 5-minute oral presentation of your prospectus in class.

**5. CRITIQUE OF PEER PROSPECTUS – 2.5%**

Each student will write a ~2 pp. critique of a peer's prospectus.

**6. FIRST DRAFT – 10%**

This is a full draft of your essay, including footnotes/endnotes. Your argument should be clear and well-developed, your supporting evidence convincing, your writing interesting, and your conclusions significant.

**7. CRITIQUE OF PEER FIRST DRAFT – 2.5%**

Each student will write a ~2 pp. critique of a peer's first draft.

**8. FINAL DRAFT – 60%**

The final paper should be ~20-25 pp. long, written in 12-point, Times New Roman font (or equivalent), with one-inch margins on all sides. It should be well written, clearly argued, and stylistically polished, with all sources properly cited.

**GRADING SCALE:**

93-100%	A
92-90%	A-
89-87%	B+
86-83%	B
82-80%	B-
79-77%	C+
76-73%	C
72-70%	C-
69-67%	D+
66-63%	D
62-60%	D-
60-0%	F

**POLICIES AND REMINDERS:**

This class is intended to be a space to critically and thoughtfully discuss history. Please feel free to ask questions and offer opinions during class (in fact, your grade depends on it!), but always treat your classmates and your professor with respect. Disagreement is allowed, but personal attacks and insults are not. Harassment of any kind will not be tolerated. If you experience a problem, please report the situation to the professor immediately.

**A NOTE ON TECHNOLOGY AND ELECTRONIC DEVICES**

You are welcome to use laptops, tablets, and other electronic devices in class for accessing assigned readings and/or taking notes. Each of us learns differently and takes notes differently. Regardless of how you take notes, please do your best to not distract the class or your fellow students. To that end, please silence your electronic devices and use them only to take notes or access course materials. I reserve the right to ask you to put your electronic devices away at any point.

**Honor Code:** Students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Please call the Honor Code Office at (810) 422-2847 if you have questions about those standards.

**Preventing Sexual Harassment:** In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment—including sexual violence—committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

**Students With Disabilities:** If you suspect or are aware that you have a disability, you are strongly encouraged to contact the University Accessibility Center (UAC) located at 2170 WSC (801-422-2767) as soon as possible. The disability will be evaluated and eligible students will receive assistance in obtaining reasonable University approved accommodations.

**Mental Health:** Mental health is real and can adversely affect your academic performance and quality of life. If you experience significant stress, mood changes, excessive worry, or problems eating and/or sleeping, please consider reaching out to BYU Counseling and Psychological Services (CAPS - 1500 WSC, 801-422-3035, <http://caps.byu.edu>). Counselors there offer confidential individual and group counseling, as well as stress management services at no cost for full-time students.

## CLASS SCHEDULE + READINGS

### WEEK 1 (January 7-11)

January 7 **Introductions**

January 9 **Defining Religious Encounters**

Read: Catharine L. Albanese "Exchanging Selves, Exchanging Souls: Contact, Combination, and American Religious History," in *Retelling U.S. Religious History*, ed. Thomas A. Tweed (Berkeley: University of California Press, 1997) 200-26. Available via [HBLL](#); Ussama Makdisi, *Artillery of Heaven: American Missionaries and the Failed Conversion of the Middle East* (Ithaca, NY: Cornell University Press, 2008), 141-79. Available via [HBLL](#).

January 11 **Encountering and Defining "Religion"**

J. Spencer Fluhman, "A Peculiar People": *Anti-Mormonism and the Making of Religion in Nineteenth-Century America* (Chapel Hill: University of North Carolina Press, 2012), 49-77. Available via [HBLL](#); Michael J. Altman, *Heathen, Hindoo, Hindu: American Representations of India, 1721-1893* (New York: Oxford University Press, 2017), 27-47. Available via Learning Suite.

### WEEK 2 (January 14-18)

January 14 **Missionary Encounters**

Read: David Chidester, *Savage Systems: Colonialism and Comparative Religion in Southern Africa* (Charlottesville: University Press of Virginia), 30-72. Available via Learning Suite; Christine Leigh Heyrman, *American Apostles: When Evangelicals Entered the World of Islam* (New York: Hill and Wang, 2015), 44-70. Available via Learning Suite.

January 16 **Visit to Special Collections (Meet at 1130 HBLL)**

January 17 **Visit to Church History Library in Salt Lake City**

We will meet at the CHL at 10:35 am. *This is entirely optional but strongly recommended.* It should last approximately one hour, after which you are free to grab lunch, continue researching in the library, or head home.

January 18 **Video chat with Chris Anderson, Yale Divinity School Library**

## WEEK 3 (January 21-25)

January 21                   **NO CLASS: Martin Luther King, Jr. Day**

January 23                   **Conversions**

Read: Christine Kooi, "Converts and Apostates: The Competition for Souls in Early Modern Holland" *Archiv für Reformationsgeschichte* 92 (2001): 195-214. Available via Learning Suite; Judith Weisenfeld, *New World A-Coming: Black Religion and Racial Identity during the Great Migration* (New York: New York University Press, 2017), 56-87. Available via [HBLL](#).

January 25                   **Encounters with the Divine + the Demonic**

Read: Douglas L. Winiarski, "'Pale Blewish Lights' and a Dead Man's Groan: Tales of the Supernatural from Eighteenth-Century Plymouth, Massachusetts," *William and Mary Quarterly* 55:4 (October 1998): 497-530. Available via [HBLL](#); Stephen C. Taysom, "'Satan Mourns Naked upon the Earth': Locating Mormon Possession and Exorcism Rituals in the American Religious Landscape, 1830-1977," *Religion and American Culture: A Journal of Interpretation* 27:1 (Winter 2017): 57-94. Available via Learning Suite; Emily Suzanne Clark, *A Luminous Brotherhood: Afro-Creole Spiritualism in Nineteenth-Century New Orleans* (Chapel Hill: University of North Carolina Press, 2016), 22-49. Available via [HBLL](#).

## WEEK 4 (January 28-February 1)

January 28                   **Style Matters**

Read: Emily Raboteau, "Searching for Zion," *Transition* 97 (2007): 52-89. Available via [HBLL](#); Christopher Grasso, "Deist Monster: On Religious Common Sense in the Wake of the American Revolution," *Journal of American History* 95:1 (June 2008): 43-68. Available via [HBLL](#); Onaje X.O. Woodbine, *Black Gods of the Asphalt: Religion, Hip-Hop, and Street Basketball* (New York: Columbia University Press, 2016), 89-105. Available via [HBLL](#).

January 30                   **Historiography**

Read: Kevin M. Schultz and Paul Harvey, "Everywhere and Nowhere: Recent Trends in American Religious History and Historiography," *Journal of the American Academy of Religion* 78:1 (March 2010): 129-162; Available via [HBLL](#). Sylvia R. Frey, "The Visible Church: Historiography of American Religion since Raboteau," *Slavery & Abolition* 29:1 (March 2008): 83-110. Available via [HBLL](#).

February 1      **Interpreting Sources and Making Original Arguments: An Exercise**

**\*PRIMARY SOURCE/TOPIC PAPER DUE BY 5:00 PM**  
**(you are required to meet with me prior to submitting your paper)\***

**WEEK 5 (February 4-8)**

February 4      **Individual Meetings**

February 6      **Individual Meetings**

February 8      **Oral Presentations in History: A Primer**

**\*HISTORIOGRAPHICAL ESSAY DUE BY 5:00 PM**  
**(one copy to Professor Jones; one to peer reviewer)\***

**WEEK 6 (February 11-15)**

February 11      **Prospectus Presentations**

**\*PROSPECTUS DUE BY 5:00 PM**  
**(one copy to Professor Jones; one to peer reviewer)\***

February 13      **Prospectus Presentations**

February 15      **Individual Meetings**

**WEEK 7 (February 18-22)**

February 18      **NO CLASS: President's Day**

February 19      **Individual Meetings**

**\*PROSPECTUS CRITIQUES DUE BY 5:00 P.M.**  
**(one copy to Professor Jones; one to peer reviewer)\***

February 20      **Individual Meetings**

February 22      **Individual Meetings**

**WEEK 8 (February 25-March 1)**

February 25      **Citations Workshop**

February 27      **Individual Meetings**

March 1                   Individual Meetings

**WEEK 9 (March 4-8)**

March 4                   Individual Meetings

March 6                   Individual Meetings

March 8                   Individual Meetings

**WEEK 10 (March 11-15)**

March 11                   NO CLASS

March 13                   NO CLASS

March 15                   NO CLASS: Spring Break

**WEEK 11 (March 18-22)**

March 18                   Deconstructing First Drafts

**\*March 18: FIRST DRAFT DUE BY 5:00 PM.  
(one copy to Professor Jones; one to peer reviewer)\***

March 20                   Deconstructing First Drafts, contd.

March 22                   Deconstructing First Drafts, contd.

**\*March 22: FIRST DRAFT CRITIQUES DUE BY 5:00 PM.  
(one copy to Professor Jones; one to peer reviewer)\***

**WEEK 12 (March 25-29)**

March 25                   Individual Meetings

March 27                   Individual Meetings

March 29                   Individual Meetings

**WEEK 13 (April 1-5)**

April 1                   Writing an Introduction

April 3                   Writing a Conclusion

April 5                   Individual Meetings

**WEEK 14 (April 8-12)**

**April 8** Individual Meetings

**April 10** Individual Meetings

**April 12** Individual Meetings

**WEEK 15 (April 15-17)**

**April 15** NO CLASS

**\*April 15: FINAL PAPERS DUE BY 5:00 PM\***

**April 17** Concluding Thoughts