

IAH 211C, Areas Studies and Multicultural Civilizations: The Americas
Focus on:
RELIGIOUS MYTHS OF AMERICA

"In the beginning all the world was America."

—John Locke, "Second Treatise of Civil Government." *Two Treatises of Government* (1690).

COURSE INFORMATION

Title: Religious Myths of America
Code: IAH 211C, Area Studies and Multicultural Civilizations
Credits: Four (4) credits.
Prerequisites: ATL (Tier I writing requirement).
Location: 312 Bessey (Spring 2004).
Meeting Time: Mon./Wed. 7:00-8:50 p.m. (Spring 2004).

INSTRUCTOR INFORMATION

Professor: Dr. Christopher Buck
Office: 268 Bessey Hall
Office Hours: M/W 1:00-4:00 p.m.
Phone: 432-2557
E-mail: <buckc@msu.edu>

REQUIRED TEXTBOOKS

- (1) *Religious Myths of America*. Edited by Christopher Buck. Copyright 2003. (XanEdu CoursePack ID: 206144.) ISBN 1-59399-022-7. [Secondary Sources, with Internet links to primary sources.] [**Note:** Your XanEdu Digital CoursePack is sold exclusively through the Spartan Bookstore via a "keypackage" (shrink-wrapped 8.5 x 11 inch package), which contains a sealed access key (unique string of numbers) and instructions for using your access key. If you have any questions or problems after purchasing your coursepack, please contact XanEdu Customer Service at 1-800-218-5971 Option 3.]
- (2) White, Vibert L., Jr. *Inside the Nation of Islam: A Historical and Personal Testimony by a Black Muslim*. Gainesville: University Press of Florida, 2001. With a Foreword by Mike Wallace. ISBN: 0-8130-2082-4. \$24.95. [**Note:** his book is also used as a textbook by Prof. Darlene Clark Hine at both MSU and Harvard.]
- (3) CD-RW: For Electronic Portfolio Assignments.

COURSE DESCRIPTION

This course was originally designed for "Myth, Self and Religion" (REL 205), in which I proposed a special topic: "Myths of America, Religion, and the Democratic Self." Instead of looking at "dead" myths of antiquity, my intent was focus on modern or "living" myths in the American experience. The rationale for the new course design was post 9-11 curricular relevance, issues of religious responses to modernity, and the evolving and expanding idea of America. Indeed, there exist several "theologies of America" that relate concepts of personal salvation/liberation to notions of social salvation, including perspectives on America's world role. Thus, instead of adopting a traditional curricular approach, as

represented by Joseph Campbell's book title, *Myths To Live By* (New York: Viking Press, 1972), I proposed an alternative approach as exemplified by Mary Midgley's recent book, *Myths We Live By* (London: Routledge, 2003). Dr. Ken Waltzer, Director of MSU's Center for Integrative Study of Arts and Humanities (CISAH), proposed that this course be offered as an IAH-211C course instead. This is how the course you are now taking came to be.

By way of introduction, your professor for this course is a "dual citizen"--born American and naturalized as a Canadian. It is commonly said that Canada (the second largest country in the world) lacks a national myth. This is true. America, on the other hand, has always had a strong, mythic sense of identity, mission and destiny. To better understand ourselves as Americans, it is worthwhile to reflect for a semester on how the "idea of America" has taken shape and is continuing to evolve and diversify.

Robert Bellah introduced the influential concept of an American "civil religion"--a secular myth of America more or less adhered to by most Americans. The functional equivalents of creed, scripture, prophets and religious mission are seen in the motto, "In God We Trust," in the Declaration of Independence, the Founding Fathers and Manifest Destiny.

Beyond Bellah's notion of a master myth of America, we will discover that there are other myths of America that are themselves proper objects of study. I have chosen specifically religious perspectives, because an interesting social phenomenon is at work here: While every American has a personal view as to what it means to be an American, I have found that there are actually entire communities ("faith-communities," as scholars say) that hold religious convictions about America. Some scholars have called such group-held views "theologies of America."

What do Mormons have to say about the U.S. Constitution? What do Black Muslims believe about the future of the white race in America? How do many Protestants look at the United States in prophecy? What have Catholic Popes had to say about America? What do the Baha'is predict about the spiritual destiny of America? What have the Hopi Indians told the world from the pulpit of the United Nations? With a little research, these are easy enough questions to answer. This course is unique in that these questions have been brought together for the first time as a new approach to the "idea of America" in American studies.

Our "framework of analysis" (the way we will look at myths of America) consists of four dimensions: (1) identity (America's past), mission (America's present), destiny (America's future), and social policy (how we get from America's "mission" to America's "destiny"). This approach to myth, which may be thought of as a form of "sociofunctionalism," recognizes the fact that myths convey social and moral values. Myths, moreover, serve as conceptual models for society and furnish what Richard Comstock calls a "symbolic articulation of the social patterns" of a given society. As William Doty, author of *Mythography: The Study of Myths and Rituals* (Tuscaloosa: University of Alabama Press, 2000) states: "Myths provide 'charters' insofar as they justify and exemplify the social order" (132). The great contribution the sociofunctionalists to the study of myth was to establish clear connections between social order and the myths that sustain it, against the view that myths are merely imaginary, misguided perceptions of reality with little social value. In this course, you will need to ask yourself, "How do each of these myths translate into social behavior? In other words, how have these myths been acted out historically and how are they "performed" today? Pay close attention also to how myths change over time as a function of how society evolves.

If you think about it, this course may be of more than "academic" interest to some of you, especially if you locate yourself within one of the religious perspectives investigated in this course. If not, then just think of the impact that 9/11 has had on America, and how many of us are taking inventory to see just what truths we still hold to be self-evident, and how best to preserve and promote those values.

While religion is still virtually invisible in general U.S. history textbooks, scholarship in U.S. religious history has enjoyed a renaissance over the past thirty years. This course focuses on the religious meaning of "America" and how that has helped shape the myth of "American exceptionalism." American exceptionalism refers to the belief that America has been qualitatively unique. Social historians also use the term to describe the general notion of national "destiny" -- a faith in America's specialness that harks back to the Puritans' founding vision of establishing a "city upon a hill."

Religions typically have their own ideologies of exceptionalism. Scholars refer to these doctrines as "truth-claims." Historically, the admixture of religious truth-claims with a sense of national mission has produced some powerful "myths" of America, where religious exceptionalism has contributed enormously to American exceptionalism. These religious myths of America vary, according to the nature of the religions themselves. What general sense can we make of these religious perspectives on America? And, in making sense of these distinctive perspectives, what do we learn about America?

In support of academic freedom and personal interests, students may propose relevant topics of their own choosing. While suggested research topics are listed at the end of this syllabus, students may find other religious myths of America and submit a research proposal for the professor's approval. If you would like to submit a research proposal on a topic not among the suggested topics in this syllabus, your topic has to meet the criteria of: (1) relevance (religious perspective on America, representing the view of a faith-community; (2) significance (measured by the existence of scholarship having been published on your proposed topic.) Bear in mind that, while these topics are for individual research papers, they are also to be integrated in group PowerPoint presentations within the appropriate religious category.

Although there is some conceptual continuity with IAH 201, this course is shaped by the academic study of religion and its interdisciplinary methods. Finally, after a semester of structured practice in critically reading views constructed by religious Americans, all students, by the end of this course, ought to be able to read a particular religious perspective on America and figure out where it comes from.

ORIENTING QUESTIONS

The following orienting questions appear in the model syllabus for IAH 201 – The United States and the World (Spring Semester 2003): "How have Americans thought about America's destiny? What distinguishes American "expressions" (artifacts) and "visions" (ideas of good society or role in world)? What visions of America do we find in documents of 19th century America, westward expansion, and the end of the frontier? What visions do we find developing in a maturing urban industrial America? What are our visions today about America and America's role in the world? Are they continuous with earlier visions? Is America an exceptional nation in the world? Are they discontinuous with earlier visions? Do Americans share a vision anymore? What is the balance of individualism and community in American visions? What of the future?" <<http://www.msu.edu/unit/cisah/applications/ModelSyllabusGuide.html>>.

In these questions, the leadership of IAH have frequently used the word "visions." For the purposes of this course, we will define a "vision" of America as any religiously-held conviction about the identity, mission and destiny of America. (These categories were suggested by Sacvan Bercovitch.)

GOALS

The general goals of IAH are as follows: "Integrative Studies at MSU seeks to assist students to become more familiar with ways of knowing in the arts and humanities and to be more knowledgeable and capable in a range of intellectual and expressive abilities. IAH courses encourage students to engage critically with their own society, history, and culture(s) or to learn more about the history and culture of other societies. They focus on key ideas and issues in human experience; encourage appreciation of the roles of knowledge and values in shaping and understanding human behavior; emphasize the responsibilities and opportunities of democratic citizenship, highlight the importance of language and the value of the creative arts; and alert us to important issues that occur and re-occur among peoples in an increasingly interconnected, interdependent world."

COURSE REQUIREMENTS

• **Note:** Unless a specific date is given (such as the day for a group PowerPoint presentation), "due by Week X" means due by Friday, 5:00 p.m. at the end of that week. Assignments may either be submitted in class or in Dr. Buck's mailbox in the Faculty Mailroom around the corner from the WRAC Main Office (Bessey 235).

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| 1. | Attendance (5%) | Expected each class. |
| 2. | Class Participation (10%). | Expected each class. |
| 3. | Research Proposal (10%). | Due Week Four. |
| 4. | Manifest Destiny Paper (10%). | Due Week Six |
| 5. | Midterm Exam (10%). | Week Eight. |
| 6. | Group PowerPoint Presentation (10%). | Staggered due dates. |
| 7. | Research Paper (15%). | Due Week Fourteen. |
| 8. | Personal Vision of America Essay (10%). | Due Week Sixteen. |
| 9. | Final Exam (15%) | Week Seventeen. |
| 10. | Electronic Portfolio (5%) | Due Week Seventeen. |

SUGGESTED RESEARCH PAPER TOPICS

• **Note:** In support of academic freedom and personal interests, students may propose relevant alternative topics (on religious myths of America) for professor's approval. Keep in mind that, while these topics are for individual research papers, they are also to be integrated in the group PowerPoint presentations.

PROTESTANT

- (1) **THE PURITAN MYTH OF AMERICA**
- (2) **JONATHAN EDWARDS' MILLENNIAL MYTH OF AMERICA**
- (3) **JOSIAH STRONG'S ANGLO-SAXON MYTH OF AMERICA**
- (4) **MARTIN LUTHER KING'S MYTH OF AMERICA**
- (5) **JERRY FALWELL'S POST-9/11 MYTH OF AMERICA**
- (6) **CONTEMPORARY PROTESTANT VISIONS OF AMERICA**

CATHOLIC

- (7) **CATHOLIC MARYLAND**

- (8) ORESTES BROWNSON'S CATHOLIC MYTH OF AMERICA
- (9) THE AMERICANISTS' MYTH OF AMERICA.
- (10) PAPAL PERSPECTIVES ON AMERICA AND DEMOCRACY
- (11) CARDINAL BERNARDIN'S MORAL VISION OF AMERICA
- (12) CONTEMPORARY CATHOLIC VISIONS OF AMERICA

JEWISH

- (13) JEWISH MYTH OF COLUMBUS
- (14) JEWISH PRAYERS FOR AMERICA
- (15) AMERICAN JEWISH CONSTITUTIONS ON AMERICA
- (16) ISAAC MAYER WISE'S & SOLOMON SCHECHTER'S VISIONS OF AMERICA
- (17) HORACE KALLEN'S SECULAR VISION OF AMERICA
- (18) CONTEMPORARY JEWISH VISIONS OF AMERICA

MORMON

- (19) THE MORMON GARDEN OF EDEN AND ZION MYTHS
- (20) THE MORMON COLUMBUS MYTH
- (21) THE MORMON LOST TRIBES OF ISRAEL MYTH
- (22) THE MORMON CONSTITUTION MYTH
- (23) MORMON CURSE OF CAIN & OTHER RACIAL MYTHS
- (24) CONTEMPORARY MORMON VISION OF AMERICA

CHRISTIAN IDENTITY

- (25) CHRISTIAN IDENTITY'S "MUD PEOPLES" MYTH
- (26) CHRISTIAN IDENTITY'S TWO-SEED THEORY
- (27) CHRISTIAN IDENTITY'S LOST TRIBES MYTH
- (28) CHRISTIAN IDENTITY'S RACIAL APOCALYPTIC MYTHS
- (29) CHRISTIAN IDENTITY'S AMERICAN HOMELAND MYTH
- (30) CONTEMPORARY CHRISTIAN IDENTITY VISIONS OF AMERICA

NATION OF ISLAM

- (31) THE BLACK MUSLIM "ORIGINAL MAN" MYTH
- (32) THE BLACK MUSLIM MOTHER WHEEL MYTH
- (33) THE BLACK MUSLIM YACUB MYTH
- (34) THE BLACK MUSLIM DESTRUCTION OF AMERICA MYTH
- (35) MALCOLM X'S REJECTION OF THE BLACK MUSLIM MYTH OF AMERICA
- (36) CONTEMPORARY BLACK MUSLIM VISIONS OF AMERICA

BAHA'I

- (37) BAHA'U'LLAH AND `ABDU'L-BAHA ON AMERICA
- (38) SHOGHI EFFENDI ON THE DESTINY OF AMERICA & THE WORLD
- (39) ALAIN LOCKE'S PHILOSOPHY OF DEMOCRACY
- (40) THE UNIVERSAL HOUSE OF JUSTICE'S "PROMISE OF WORLD PEACE"
- (41) NATIONAL SPIRITUAL ASSEMBLY'S "VISION OF RACE UNITY"
- (42) CONTEMPORARY BAHA'I VISIONS OF AMERICA

AMERICAN INDIAN

- (43) THE DEGANAWIDAH-HIAWATHA MYTH
- (44) THE IROQUOIS INFLUENCE THESIS
- (45) THE HOPI PROPHECY ROCK MYTH
- (46) HOPI MISSIONS TO THE UNITED NATIONS
- (47) KEVIN GOVER'S APOLOGY TO AMERICAN INDIANS

(48) CONTEMPORARY AMERICAN INDIAN VISIONS OF AMERICA

OTHER

(49) IDEDA'S SOKA GAKKAI VISION OF AMERICA

(50) ROBERT THURMAN'S TIBETAN BUDDHIST VISION OF AMERICA

COURSE CALENDAR

Week One

Class 1 / Jan. 12

Class 2 / Jan. 14

SYLLABUS & SCHEDULING

Syllabus & course requirements.

Choosing topics & scheduling group PowerPoint presentations.

Week Two

No class / / Jan. 19

Class 3 / Jan. 21

LIBRARY ORIENTATION

MLK Day.

Library Orientation. [Michael Rodriguez. Meet in MSU Library.]

Week Three

Class 4 / Jan. 26

Class 5 / Jan. 28

RESEARCH

Databases. [America: History and Life, JSTOR, ProQuest].

Databases. [Other databases.]

Week Four

Class 6 / Feb. 2

Class 7 / Feb. 4

POWERPOINT TRAINING

PowerPoint Training

Visual Rhetoric.

Week Five

Class 8 / Feb. 9

Class 9 / Feb. 11

AMERICAN EXCEPTIONALISM & MANIFEST DESTINY

Kevin Gover's 175th BIA speech.

Guest Lecture. (Dr. Patrick LeBeau.)

Week Six

Class 10 / Feb. 16

Class 11 / Feb. 18

PROTESTANT MYTHS OF AMERICA

Group PowerPoint Presentation and Discussion.

Dr. Buck's Lecture.

Week Seven

Class 12 / Feb. 23

Class 13 / Feb. 25

CATHOLIC MYTHS OF AMERICA

Group PowerPoint Presentation and Discussion.

Dr. Buck's Lecture.

Week Eight

Class 14 / March 1

Class 15 / March 3

MIDTERM EXAM

Midterm Review.

Midterm Exam.

Week Nine

March 8-12.

SPRING BREAK

No class.

Week Ten

Class 16 / March 15

Class 17 / March 17

JEWISH MYTHS OF AMERICA

Group PowerPoint Presentation and Discussion.

Dr. Buck's Lecture.

Week Eleven

Class 18 / March 22

Class 19 / March 24

INSIDE THE NATION OF ISLAM

Film: "The Hate That Hate Produced" & Discussion.

Dr. Buck's Lecture & Discussion.

Week Twelve

Class 20 / March 29
Class 21 / March 31

BLACK MUSLIM MYTHS OF AMERICA

Group PowerPoint Presentation and Discussion.
Dr. Buck's Lecture.

Week Thirteen

Class 22 / April 5
Class 23 / April 7

CHRISTIAN IDENTITY MYTHS OF AMERICA

Group PowerPoint Presentation and Discussion.N
Dr. Buck's Lecture.

Week Fourteen

Class 24 / April 12
Class 25 / April 14

MORMON MYTHS OF AMERICA

Group PowerPoint Presentation and Discussion.
Dr. Buck's Lecture.

Week Fifteen

Class 26 / April 19
Class 27 / April 21

BAHA'I MYTHS OF AMERICA

Group PowerPoint Presentation and Discussion.
Dr. Buck's Lecture.

Week Sixteen

Class 28 / April 28
Class 29 / April 30

AMERICAN INDIAN MYTHS OF AMERICA

Group PowerPoint Presentation and Discussion.
Dr. Buck's Lecture.

Week Seventeen

Class 30

FINAL EXAMS

Electronic Portfolio due.

REQUIRED READINGS

Week One

Scholarship:

1. Richard Slotkin. "Myth and the Production of History." *Ideology and Classic American Literature*. Ed. Sacvan Bercovitch and Myra Jehlen. Cambridge University Press, 1986). Pp. 70–90. [*Religious Myths of America*]

Documents:

1. Rev. John Hubers (Reformed Church in America). "Christian Zionism and the Myth of America." *Middle East Council of Churches News Report* 14.2 (Autumn 2002). <<http://www.al-awda.org/christianzionismandthemythofamerica/>>.

Week Two

Scholarship:

2. Paul Harvey. "'A Servant of Servants Shall He Be': The Construction of Race in American Religious Mythologies." *Religion and the Creation of Race and Ethnicity: An Introduction*. New York: New York University Press, 2003. Pp. 13–27. [*Religious Myths of America*]

Documents:

• Frederick Douglass. Appendix. *Narrative of the Life of Frederick Douglass, An American Slave*. <<http://www.americanliterature.com/NARR/NARR12.HTML>>.

Week Three

Scholarship:

3. Eddie S. Glaude. "Myth and African American Self-Identity." *Religion and the Creation of Race and Ethnicity: An Introduction*. New York: New York University Press, 2003. Pp. 28–42. [*Religious Myths of America*]

Documents:

SYLLABUS & SCHEDULING

LIBRARY ORIENTATION

RESEARCH

- Joe W. Trotter Jr. "African Americans." *American National Biography*. <<http://www.anb.org/aa.html>>.

Week Four POWERPOINT TRAINING

Scholarship:

4. James H. Moorhead. "'God's Right Arm'?: Minority Faiths and Protestant Visions of America." *Minority Faiths and the American Protestant Mainstream*. Ed. Jonathan D. Sarna. Urbana and Chicago: University of Illinois Press, 1998. Pp. 335–361. [*Religious Myths of America*]

Documents:

- Michael A. Toth. "American Exceptionalism: Myth or Reality?" (PowerPoint presentation) <<http://web.pdx.edu/~tothm/pluralism/AMEXCEPT/sld035.htm>>.

Week Five AMERICAN EXCEPTIONALISM & MANIFEST DESTINY

Scholarship:

- Seymour Martin Lipset. *American Exceptionalism: A Double Edged Sword*. Chapter One: "Ideology, Politics, and Deviance." <<http://www.washingtonpost.com/wp-srv/style/longterm/books/chap1/americanexceptionalism.htm>>.

Documents:

- John L. O'Sullivan. "The Great Nation of Futurity." *The United States Democratic Review* 6.23 (Nov. 1839): 426-430. <<http://cdl.library.cornell.edu/cgi-bin/moa/moa-cgi?notisid=AGD1642-0006-46>>.
- Kevin Gover. "Never Again! BIA Chief Apologizes to Indian Nations for Bureau's Historic Role in Ethnic Cleansing, Attacks on Tribal Culture." <<http://www.doi.gov/plw/octnov2000/Culture.htm>>.

Week Six PROTESTANT MYTHS OF AMERICA

Scholarship:

5. Randall Balmer and Lauren F. Winner. "A Brief History of Protestantism in America." *Protestantism in America*. New York: Columbia University Press, 2002. Pp. 37-68, 260-261. [*Religious Myths of America*]
6. James H. Moorhead. "The American Israel: Protestant Tribalism and Universal Mission." *Many Are Chosen: Divine Election and Western Nationalism*. Ed. William R. Hutchison and Hartmut Lehmann. Philadelphia: Fortress Press, 1994. Pp. 145–166. [*Religious Myths of America*]

Documents:

(1) THE PURITAN MYTH OF AMERICA

- John Winthrop. "A Modell of Christian Charity" (1630). <<http://xroads.virginia.edu/g/DRBR/winthmod.html>>.

(2) JONATHAN EDWARDS' MILLENNIAL MYTH OF AMERICA

- Jonathan Edwards. "The Latter-day Glory is Probably to Begin in America." (*Some Thoughts Concerning the Present Revival of Religion in New England*). <<http://www.revival-library.org/catalogues/world1/edwards-thoughtsrevival/part2-02.html>>.

(3) JOSIAH STRONG'S ANGLO-SAXON MYTH OF AMERICA

- Josiah Strong. "The Anglo-Saxon and the World's Future." *Our Country: Its Possible Future and Its Present Crisis* (1885), 200–218. <<http://hkuhist2.hku.hk/history/firstyear/Roberts/robertsE06.htm>>. <http://mail.rcds.rye.ny.us/~history/Sampson/progress_imperialism/josiah_strong.htm>.

(4) MARTIN LUTHER KING'S MYTH OF AMERICA

- Martin Luther King, Jr. "I Have A Dream" Speech. 28 August 1963. Washington, D.C.

<<http://www.wmich.edu/politics/mlk/dream.html>>

(5) JERRY FALWELL'S POST-9/11 MYTH OF AMERICA

- John F. Harris. "God Gave U.S. 'What We Deserve,' Falwell Says." *The Washington Post*. Friday, September 14, 2001, p. C03.
<<http://www.washingtonpost.com/ac2/wp-dyn?pagename=article&node=&contentId=A28620-2001Sep14¬Found=true>>.
- "Falwell apologizes to gays, feminists, lesbians."
<<http://edition.cnn.com/2001/US/09/14/Falwell.apology/>>.

(6) CONTEMPORARY PROTESTANT VISIONS OF AMERICA

Week Seven

CATHOLIC MYTHS OF AMERICA

Scholarship:

7. Mark S Burrows. "The Catholic Revision of an American Myth: The Eschatology of Orestes Brownson as an Apology of American Catholicism." *Catholic Historical Review* 76 (1990): 18–43. [*Religious Myths of America*]
8. Robert Herrera. "Orestes Brownson's Vision of America." *Modern Age* 43.2 (Spring 2001): 133–145. [ProQuest]
9. Carl Krummel. "Catholicism, Americanism, Democracy, and Orestes Brownson." *American Quarterly* 6.1 (Spring 1954): 19–31. [*Religious Myths of America*] [JSTOR]

Documents:

(7) CATHOLIC MARYLAND

- "Maryland Act Concerning Religion" (1649).
<http://press-pubs.uchicago.edu/founders/documents/amendI_religions5.html>.

(8) ORESTES BROWNSON'S CATHOLIC MYTH OF AMERICA

- Orestes Brownson. "Chapter XV. Destiny -- Political and Religious." *The American Republic*. <<http://my.execpc.com/~berrestr/broame15.html>>. See also: Orestes Brownson. "Mission of America." *Brownson's Quarterly Review*, New York series, 1 (Oct. 1956): 411–412, 435. Orestes Brownson. "The Church and the Constitution." *Brownson's Quarterly Review*, New York series, 2 (Oct. 1957): 458.

(9) THE AMERICANISTS' MYTH OF AMERICA.

- Americanist primary sources cited in: Justin Walsh. "Heresy in the Making." Part Two. *The Angelus* 23.2 (February 2000).
<http://sspx.ca/Angelus/2000_February/Heresy_in_the_Making_Part_2.htm>.
- Pope Leo XIII. "Testem Benevolentiae: Concerning New Opinions, Virtue, Nature And Grace, With Regard To Americanism." Apostolic Letter promulgated on January 22, 1899. <<http://www.ewtn.com/library/PAPALDOC/L13TESTE.HTM>>.

(10) PAPAL PERSPECTIVES ON AMERICA AND DEMOCRACY

- "Pope Pius XII on Democracy (1944 Christmas Message)."
<<http://www.ewtn.com/library/PAPALDOC/P12XMAS.HTM>>.
- John Paul II. "On the American Experiment."
<<http://www.firstthings.com/ftissues/ft9804/articles/documentation.html>>.

(11) CARDINAL BERNARDIN'S MORAL VISION OF AMERICA

- Cardinal Bernardin. "Address: Consistent Ethic of Life Conference."
<<http://www.priestsforlife.org/magisterium/bernardinportland.html>>.

(12) CONTEMPORARY CATHOLIC VISIONS OF AMERICA

Week Eight

MIDTERM EXAM

Scholarship:

- Re-read prior required readings.

Documents:

- Re-read prior required readings.

<<http://www.albany.edu/jmmh/vol1no1/elijahmuhammad.html>>.

Week Twelve**BLACK MUSLIM MYTHS OF AMERICA****Scholarship:**

13. Michael Lieb. "Heralding the Messenger." *Children of Ezekiel: Aliens, UFOs, the Crisis of Race, and the Advent of End Time*. Durham and London: Duke University Press, 1998. Pp. 129–154; 270–280. [*Religious Myths of America*]
14. Michael Lieb. "The Eschatology of the Mother Plane." *Children of Ezekiel: Aliens, UFOs, the Crisis of Race, and the Advent of End Time*. Durham and London: Duke University Press, 1998. Pp. 155–177; 280–283. [*Religious Myths of America*]
15. Michael Lieb. "Armageddon and the Final Call." *Children of Ezekiel: Aliens, UFOs, the Crisis of Race, and the Advent of End Time*. Durham and London: Duke University Press, 1998. Pp. 198–229; 293–298. [*Religious Myths of America*]

Documents:**(31)****THE BLACK MUSLIM "ORIGINAL MAN" MYTH**

- Malcolm X. "The Black Man's History."
<<http://www.brothermalcolm.net/mxwords/whathesaid4.html>>.

(32)**THE BLACK MUSLIM MOTHER WHEEL MYTH**

- Elijah Muhammad. "Our Mother Plane."
<<http://www.muhammadspeaks.com/MotherPlaneList.html>>.

(33)**THE BLACK MUSLIM YACUB MYTH**

- Malcolm X. "The Black Man's History."
<<http://www.brothermalcolm.net/mxwords/whathesaid4.html>>.

(34)**THE BLACK MUSLIM DESTRUCTION OF AMERICA MYTH**

- Louis Farrakhan. "The Divine Destruction of America: Can She Avert It?" (1996). *The Final Call Online*. <<http://www.finalcall.com/MLFspeaks/destruction.html>>.

(35)**MALCOLM X'S REJECTION OF THE BLACK MUSLIM MYTH OF AMERICA**

- "Malcolm X speaks on the Race Problem in America." Michigan State University. January 23, 1963.
<<http://www.brothermalcolm.net/mxwords/whathesaidarchive.html>>.
- Malcolm X. "The Last Message." First Annual Dignity Projection and Scholarship Award Ceremony, Detroit, Michigan. February 14, 1965.
<<http://www.brothermalcolm.net/mxwords/whathesaid24.html>>.

(36)**CONTEMPORARY BLACK MUSLIM VISIONS OF AMERICA**

- "Articles by the Honorable Minister Louis Farrakhan."
<http://www.finalcall.com/artman/publish/cat_index_9.shtml>.

Week Thirteen**CHRISTIAN IDENTITY MYTHS OF AMERICA****Scholarship:**

16. Douglas E. Cowan. "Theologizing Race: The Construction of 'Christian Identity'." *Religion and the Creation of Race and Ethnicity: An Introduction*. Ed. Craig R. Prentiss. New York and London: New York University Press, 2003. Pp. 112–123. [*Religious Myths of America*]

Documents:**(25)****CHRISTIAN IDENTITY'S "MUD PEOPLES" MYTH**

- Kingdom Identity Ministries, Doctrinal Statement of Beliefs,
<<http://www.kingidentity.com/doctrine.htm>>.

(26)**CHRISTIAN IDENTITY'S TWO-SEED THEORY**

- Kingdom Identity Ministries, Doctrinal Statement of Beliefs,
<<http://www.kingidentity.com/doctrine.htm>>.

(27)**CHRISTIAN IDENTITY'S LOST TRIBES MYTH**

- Kingdom Identity Ministries, Doctrinal Statement of Beliefs,
<<http://www.kingidentity.com/doctrine.htm>>.

(28) CHRISTIAN IDENTITY'S RACIAL APOCALYPTIC MYTHS

- Anti-Defamation League. "World Church of the Creator: 'Racial Holy War' on the Web."
<http://www.adl.org/poisoning_web/wcotc.asp>.

(29) CHRISTIAN IDENTITY'S AMERICAN HOMELAND MYTH

- Kingdom Identity Ministries, Doctrinal Statement of Beliefs,
<<http://www.kingidentity.com/doctrine.htm>>.

(30) CONTEMPORARY CHRISTIAN IDENTITY VISIONS OF AMERICA

- Kingdom Identity Ministries, Doctrinal Statement of Beliefs,
<<http://www.kingidentity.com/doctrine.htm>>.

Week Fourteen**MORMON MYTHS OF AMERICA****Scholarship:**

17. Prentiss, Craig R. "'Loathsome unto Thy People': The Latter-Day Saints and Racial Categorization." *Religion and the Creation of Race and Ethnicity: An Introduction*. Ed. Craig R. Prentiss. New York and London: New York University Press, 2003. 124–139. [*Religious Myths of America*]
18. Red D. Slack. "The Mormon Belief of an Inspired Constitution." *Journal of Church and State* 36.1 (Winter 1994): 35–56. [*Religious Myths of America*]

Documents:**(19) THE MORMON GARDEN OF EDEN AND ZION MYTHS**

- Graham W. Doxey. "Garden of Eden." *Encyclopedia of Mormonism*.
<http://www.lightplanet.com/mormons/basic/gospel/fall/eden_eom.htm>.
- Clarissa Katherine Cole. "Concept of A Promised Land." *Encyclopedia of Mormonism*.
<http://www.lightplanet.com/mormons/basic/doctrines/promised_land_eom.htm>.

(20) THE MORMON COLUMBUS MYTH

- Louise G. Hanson. "Christopher Columbus." *Encyclopedia of Mormonism*.
<http://www.lightplanet.com/mormons/basic/gospel/restoration/Columbus_EOM.htm>.

(21) THE MORMON LOST TRIBES OF ISRAEL MYTH

- Brian L. Smith. "Ephraim." *Encyclopedia of Mormonism*.
<http://www.lightplanet.com/mormons/basic/bible/people/ephrain_eom.htm>.

(22) THE MORMON CONSTITUTION MYTH

- Ralph C. Hancock. "Constitution of the United States of America." *Encyclopedia of Mormonism*.
<http://www.lightplanet.com/mormons/basic/doctrines/law/constitution_eom.htm>.

(23) MORMON CURSE OF CAIN & OTHER RACIAL MYTHS

- "Fundamentalists, Blacks and the Priesthood."
<<http://www.mormonfundamentalism.com/Blacks.html>>.

(24) CONTEMPORARY MORMON VISIONS OF AMERICA**Week Fifteen****BAHA'I MYTHS OF AMERICA****Scholarship:**

19. John Huddleston. "The Spiritual Destiny of America and World Peace." *Processes of the Lesser Peace*. Ed. Babak Bahador and Nazila Ghanea. Oxford: George Ronald, 2002. Pp. 107-161.
20. Christopher Buck. "Alain Locke: Baha'i Philosopher."
<<http://www.msu.edu/~buckc/journalarticles.html>>.
- Leonard Harris. "Alain Locke." *American National Biography*.
<<http://www.anb.org/articles/20/20-00599.html>>.

Documents:**(37) BAHA'U'LLAH AND `ABDU'L-BAHA ON AMERICA**

- Darren Hiebert, ed. "The Destiny of America: A Compilation from the Bahá'í Writings."
<<http://darrenhiebert.com/documents/compilations/DestinyOfAmerica.html>>.
- (38) SHOGHI EFFENDI ON THE DESTINY OF AMERICA & THE WORLD**
- Shoghi Effendi. "America and the Most Great Peace."
<<http://bahai-library.org/writings/shoghieffendi/wob/36.html>>
- Shoghi Effendi. "World Unity the Goal."
<<http://bahai-library.org/writings/shoghieffendi/wob/56.html>>.
- (39) ALAIN LOCKE'S PHILOSOPHY OF DEMOCRACY**
- Alain Locke. "Enter the New Negro."
<<http://etext.lib.virginia.edu/harlem/LocEnteF.html>>
- (40) THE UNIVERSAL HOUSE OF JUSTICE'S "PROMISE OF WORLD PEACE"**
- The Universal House of Justice. "The Promise of World Peace."
<<http://www.bahai.org/article-1-7-2-1.html>>.
- (41) NATIONAL SPIRITUAL ASSEMBLY'S "VISION OF RACE UNITY"**
- "The Vision Of Race Unity: America's Most Challenging Issue. A Statement by the National Spiritual Assembly of the Baha'is of the United States."
<<http://www.us.bahai.org/ourvision/vision.htm>>.
- (42) CONTEMPORARY BAHÁ'Í VISIONS OF AMERICA**
- "The Destiny of America and the Promise of World Peace: A Statement from the National Spiritual Assembly of the Bahá'ís of the United States."
<<http://www.us.bahai.org/ourvision/america.htm>>.

Week Sixteen**AMERICAN INDIAN MYTHS OF AMERICA****Scholarship:**

21. Christopher Vecsey. "The Story and Structure of the Iroquois Confederacy." *Journal of the American Academy of Religion* 54.1 (1986): 79–106. Reprinted in *Imagine Ourselves Richly: Mythic Narratives of North American Indians*. New York: Crossroad, 1988. 94–117. [*Religious Myths of America*]
22. Clemmer, Richard O. "'Then Will You Rise And Strike My Head From My Neck': Hopi Prophecy and the Discourse of Empowerment." *American Indian Quarterly* 19.1 (Winter 1995): 31–73. [*Religious Myths of America*]

Documents:

- (43) THE DEGANAWIDAH–HIAWATHA MYTH**
- Dekanawidah. "Great Law of the Iroquois Confederacy."
<<http://www.humanistictexts.org/dekanawidah.htm>>.
See also <<http://www.wsu.edu/~dee/NAANTH/IRCONST.HTM>>.
- (44) THE IROQUOIS INFLUENCE THESIS**
- Kanatiyosh. "The Influence of the Great Law of Peace On The United States Constitution: An Haudenosaunee (Iroquois) Perspective."
<<http://tuscaroras.com/graydeer/influenc/page1.htm>>.
- Bruce E. Johansen. "Native American Political Systems and the Evolution of Democracy: An Annotated Bibliography."
<http://www.ratical.org/many_worlds/6Nations/NAPSnEoD.html>.
- (45) THE HOPI PROPHECY ROCK MYTH**
- "Prophecy Rock."
<[http://www.americanjourney.psmmedia.com/cgi-bin/aj/aj/crosslink.cgi?query=\(NAPIC2481\):docid&arealist=NA&source=TOC](http://www.americanjourney.psmmedia.com/cgi-bin/aj/aj/crosslink.cgi?query=(NAPIC2481):docid&arealist=NA&source=TOC)>.
- (46) HOPI MISSIONS TO THE UNITED NATIONS**
- Thomas Banyacya. "The Hopi Message." (Launch of the International Year of Indigenous People. 10 December, 1992: United Nations Headquarters.)
<<http://www.welcomehome.org/rainbow/prophecy/hopi.html>>.

- Martin Gashweseoma. "Message to the United Nations (Another Attempt)." November 22, 1993.
<<http://www.wovoca.com/prophecy-hopi-united-nations-mission-messages-to-the-un.htm>>.
- (47) KEVIN GOVER'S APOLOGY TO AMERICAN INDIANS**
- Kevin Gover. "Never Again! BIA Chief Apologizes to Indian Nations for Bureau's Historic Role in Ethnic Cleansing, Attacks on Tribal Culture."
<<http://www.doi.gov/plw/octnov2000/Culture.htm>>.
- (48) CONTEMPORARY AMERICAN INDIAN VISIONS OF AMERICA**
- John Mohawk, "The (Sometimes) Beautiful American."
<<http://www.futurenet.org/21American/mohawk.htm>>.
Recommended:
- Indian Country. <<http://www.indiancountry.com/>>.
- American Indian Radio on Satellite (IROS).
<<http://www.airos.org/audio.html>> and <<http://www.airos.org/indiannews.html>>.

Week Seventeen**FINAL EXAMS****Scholarship:**

- Re-read prior required readings.

Documents:

- Re-read prior required readings.

INSTRUCTIONS ON COURSE REQUIREMENTS

1. **Attendance (5%)** Expected each class.
Required. Roll will be taken at the beginning of each class and absences noted. Then a sign-in attendance sheet will be passed around. Each student will start off with 120 points. Ten points will be deducted from your attendance grade for each absence, even if for a valid medical reason. Fifteen or more absences will result in either a failure for the course or dismissal from the course, at your professor's discretion.
2. **Class Participation (10%).** Expected each class.
General guidelines: Good attendance and attentiveness = 2.0. Strong attendance and active participation in class discussions (showing preparedness and familiarity with course materials) = 3.0. Near perfect attendance, active participation in class discussions (showing preparedness and familiarity with course materials), and demonstrable leadership (somehow making a positive difference in the class dynamic) = 4.0.
3. **Research Proposal (10%).** Due Week Four.
[Thesis statement, two short Abstracts of scholarly journal articles (electronic or print), Works Cited in MLA style, clean copies of your scholarly sources printed out and burned onto a CD-R or CD-RW.] Attach clean copy/printout of each of your scholarly sources for your professor's resource bank, and/or CD-R or CD-RW with high-density PDF copies of your electronic journal articles. A good example of a research proposal may accessed at <<http://www.carleton.ca/~erothman/34278/modelrp.htm>>. At least one of your journal articles should be cited in the MLA International Bibliography. Attach a printouts of your searches.

RESEARCH PROPOSAL CHECKLIST**I. TITLE PAGE****II. THESIS STATEMENT**

Answer the following research questions:

1. IDENTITY--AMERICA'S PAST

What is America's identity (= place in [sacred] history), based on its past? [Secular] Example: America was founded on ideals and principles enshrined in the Declaration of Independence. *Primary Source:* Quote relevant primary source(s) here. Include only those key texts that you plan to cite in your Research Paper, and document your sources. Reference to full citations provided in your Works Cited below.

2. MISSION--AMERICA'S PRESENT

What is America's mission (= purpose) today? [Secular] Example: America should live up to those ideals and principles that are enshrined in the Declaration of Independence, both for its own sake and those of other nations. *Primary Source:* Quote relevant primary source(s) here. Include only those key texts that you plan to cite in your Research Paper, and document your sources. Reference to full citations provided in your Works Cited below.

3. DESTINY--AMERICA'S FUTURE

What is America's destiny (= future), if it fulfills its mission? [Secular] Example: If America fulfills those ideals and principles, then it will serve as a model for the rest of the world to follow. *Primary Source:* Quote relevant primary source(s) here. Include only those key texts that you plan to cite in your Research Paper, and document your sources. Reference to full citations provided in your Works Cited below.

4. SOCIAL POLICY--AMERICA'S ROLE & HOW TO FULFILL AMERICA'S DESTINY

What should America's social policy (= active role) be, if this vision of America is to be translated into action? [Secular] Example: For America to fulfill its mission and thereby reach its destiny, then it must overcome its problems of racism, materialism, and moral decline, return to its egalitarian values, and promote democracy, development, and international standards of human rights and responsibilities throughout the world. *Primary Source:* Quote relevant primary source(s) here. Include only those key texts that you plan to cite in your Research Paper, and document your sources. Reference to full citations provided in your Works Cited below.

III. WORKS CITED**1. PRIMARY SOURCES**

- A. Religious Documents.
- B. Interviews.
- C. E-mails.

2. SCHOLARSHIP

- A. Journal Articles [Cite databases.]
- B. Book Articles
- C. Academic Books

3. **REFERENCE SOURCES**

- A. Biographical Article (or book).
- B. Historical Article (or book).

4. **OTHER SOURCES**

- A. Magazine Articles (optional).
- B. Newspaper Articles (relevant current events).

4. **Manifest Destiny Paper** (10%).

Due Week Six

This assignment is to be written in the form of a personal letter to Kevin Gover. (I will give you his address later, with his permission.) First, reflect on the Kevin Gover speech (text and video) and express how you felt about it. What was your reaction to it? How important do you think this speech is? Did it go far enough? [One page.] Next, choose one event that Mr. Gover refers to, and explain what happened in greater detail. Use this to illustrate how you have come to appreciate part of the historical legacy to which Mr. Gover refers. [One page, citing your source or sources.] Finally, based on the Kevin Gover text and video, think about how the doctrine of Manifest Destiny (define that doctrine first) has affected your own family history in some way, or that of someone you know. [One page.] Briefly, end your letter by telling Mr. Gover how you feel about his speech and whether more Americans should be aware of it. Length: Three pages, plus title page and Works Cited.

5. **Midterm Exam** (10%).

Week Eight.

Multiple choice on lectures and readings for Weeks One through Seven.

6. **Group PowerPoint Presentation** (10%).

Staggered due dates.

Due between Weeks Six through Fifteen. Check for date of presentation based on your research paper topic. Submit an extra copy of your PowerPoint Script to your professor before your PowerPoint presentation.

Here are some guidelines for your "Religious Myths of America" PowerPoint presentations:

- Aim for a **50-minute** group presentation (not including discussion).
- Follow the basic format of your research paper:

I. **Introduction**II. **Name & Claim to Fame:**

Introduce your religious leader's or faith-community's significance.

III. **Poem(s) or Songs:**

Introduce your individual or faith-community's myths of America.

IV. **Thesis:**

Present an overall thesis statement on your faith-community's religious myths of America.

V. **Biography** (very short) [= Reference Sources]VI. **Historical Context** (very short)

Highlight contemporary events & relevant social issues. Talk about what was going on in America at the time each religious document was written. This information will help you interpret your primary sources.

VII. **Religious Documents on America** [= Primary Sources].

Present those primary sources that reflect your faith-community's perspective on America. Show texts on slide. If possible, play CD, MP3, or video recording.

VIII. **Scholarship** (on your religious leader/faith-community) [= Secondary Sources].

Present the most useful pieces of information from the scholars you read.

IX. **Conclusions**

Restate thesis & give your personal reflection.

- **Text:** Limit your text to six topics (lines) per slide.
- **PowerPoint Script:** Prepare additional information corresponding to each topic on your PowerPoint slides. This can be done in the form of note cards or printouts. You may either read from your PowerPoint script or simply base the information you present on it.
- **Artwork:** NO clip art! Use historical photographs, book cover images of your religious leader's books, faith-community's doctrinal writings and other authentic, relevant visuals.
- **Multimedia:** Be creative. Use multimedia. Get sound recordings of your religious leader reading, if possible. Play tracks from CDs or clips from videotapes. Remember that your "grammar of images and sounds" should effectively communicate your religious leader's or religious group's myths of America.
- **Props:** This is optional. Think about creative ways to present, including humor, engaging your audience, using costumes, etc.
- **Date of PowerPoint Presentation:** Check course calendar (in syllabus) to see which day you present.

7. **Research Paper** (15%).

Due Week Fourteen.

Now develop your Research Proposal and follow its structure. I will be sending out a model Research Paper as well. Here's a basic "formula" to follow:

I. **Title Page**

II. **Introductory Paragraph**

- A. Name and claim to fame (if person or group).
- B. Introduce primary sources.
- C. Thesis statement ("myth" or "Vision of America").
 1. America's Identity.
 2. America's Mission.
 3. America's Destiny.
 4. America's Policy.

III. **Biography**

- A. Write bio(s) based on American National Biography (or other approved reference source).

IV. **Contemporary History**

- A. Provide historical context (major events).
- B. Major issues in America at that time (racism, Manifest Destiny, etc.)?

V. **Primary Source**

- A. Present person's or group's "myth" or "Vision of America."
- B. Summarize your religious figure's or group's reasons for having that "Vision of America."

VI. **Scholarship**

- A. Abstract #1
- B. Abstract #2
- C. Abstract #3, etc.
- D. Summary of relevant information from academic book.

VII. **Conclusions**

- A. Restate your person or group's "Vision of America."
- B. Give your own "informed opinion" (personal reflection).

VIII. **Works Cited**

- A. Primary Sources
- B. Scholarship
- C. Reference Sources
- D. Other Sources

IX. **Word Count**

8. **Personal Vision of America Essay** (10%). Due Week Sixteen.

The purpose of this assignment is to reflect originally and profoundly on religious visions of America to make a meaningful statement about what it means to be an American today. In a three-page paper, express your personal vision of America in relation to the myths of America covered in the CoursePack, plus title page in front and Works Cited page in back. This is partly to demonstrate your knowledge and application of the course content. Also, by highlighting the major points of each religion's view of America, you'll be reviewing for the Final Exam. Therefore, here's what should go in the essay:

1. A brief statement of what your vision of America is.
2. Now develop your argument. Show how your perspective on America is similar to some of the religious myths of America covered in this class (especially in your XanEdu CoursePack). Make all discussion of the religious myths and perspectives covered in the readings as brief and to the point as possible. "Pack" the best, most expressive material you've read into short, pithy summaries, with judicious use of quotes when you've found something strikingly to quote.
3. How your perspective on America is different from some of the other religious myths of America covered in this class (especially in your XanEdu CoursePack).
4. Refer to authors and page nos. throughout, as you cite your sources of information as well as quotations throughout. Include full Works Cited on fourth page.
5. Recapitulate your vision of America in your conclusion.

6. Make sure you say something (whether positive or negative) about each of the religions we have covered or will cover. This obviously means that you'll need to read ahead to include Christian Identity, Mormonism, Baha'i, Iroquois and Hopi perspectives.
9. **Final Exam** (15%) Week Seventeen.
Multiple-choice. From lectures, PowerPoint presentations and readings after the Midterm Exam.
10. **Electronic Portfolio** (5%) Due Week Seventeen.
Create a separate folder for each of the following required assignments and burn your electronic documents onto a CD-R or CD-RW:
1. **Research Proposal**
 2. **Manifest Destiny Paper**
 3. **Group PowerPoint Presentation**
 - a. PowerPoint slideshow.
 - b. PowerPoint script.
 - c. Videos used.
 - d. Audios used.
 4. **Research Paper**
 5. **Personal Vision of America Essay**
 6. **Research Materials**
 - a. Primary Sources.
 - b. Scholarship.
 - c. Reference Sources.
 - d. Other sources.

COURSE POLICIES

Extra Credit Option: Individual students are invited to "fast-track" their work for use as a possible model for each of the required assignments. The project must be ready to send out to students two weeks before the due date of any given course requirement. That means that those students who wish to receive extra credit must get to work right away so as to be able to get necessary feedback from the professor for revising. At his discretion, your professor will award each model assignment an extra 10%, for a maximum of 110% for that assignment, if used as a model for the rest of the students to follow.

Conduct: No interference with teaching or classroom discussion will be tolerated. Students are expected to be respectful and courteous, both to their instructor as well as to one another. Express yourself, but not in an offensive way. A student whose conduct is deemed disrespectful or disruptive will be asked to leave the classroom. No reading or studying of outside materials is permitted. Food and beverages are not allowed in the Computer Microlab.

Tardiness: Highly discouraged (disruptive). Possible negative impact on class participation grade.

Lateness: One full grade per week, calculated from the day the paper is due. Strictly enforced. No work will be accepted past the final exam.

Make-up Exams: No makeup exams except for family or medical emergency. By special arrangement with your professor.

Plagiarism: Avoid theft of intellectual property. Document all sources of information and ideas not your own. Read, paraphrase/quote, cite. Plagiarism will result in result in either failed assignment or failure of course, at professor's discretion.

Research Paper Format: Use MLA style. Alternatively, you may use the Chicago Author-Date system, as outlined in *The Chicago Manual of Style*. 15th edition. Chicago and London: University of Chicago Press, 2003. See "The Author-Date System: reference lists and Text Citation" in Chapter Sixteen, pp. 616-624. See also Fig. 16.5 (p. 629) and Fig. 16.15 (p. 639). Figure 16.5 provides an excellent "Works Cited" model, featuring a "hybrid" humanities style with sections marked off by subject headings. We will be adapting this model for use in our class, distinguishing Primary Sources, Scholarship (Secondary Sources), Reference Sources (Tertiary Sources), and Other Sources.

Internet: Due to rampant plagiarism, NO Microsoft *Encarta* or other online encyclopedias will be permitted, except for access to online electronic journal articles. (For presentations, the Internet may be used to display images, download audio files, etc.)

Work Submitted: All written work must be wordprocessed on a computer, doublespaced and printed out (preferably on a laser printer), with all documents to be saved and submitted as an "electronic portfolio" on a CD-ROM. Save all essay documents in Microsoft Word 6.0/95 format [PC] or Microsoft Word 5.1 [Mac] format. Late papers will be marked down one full grade per week late. Extensions will be granted only with a minimum three-day notice.

Incompletes: No incompletes for the course will be granted except in strict accordance with MSU policy (provided upon request). Incompletes for medical and family emergencies only.

Instructional Format: Subject to access to computer labs, this course will combine instructor-guided tutorials and workshops, peer review, group work, and student oral presentations followed by discussions.

Legal Disclaimer: This syllabus is open to revision.

GRADING

Your professor will be using a course-specific grading system which, at the end of the semester, will be converted to final grades on the 4.0 scale. The following scale and its 4.0 equivalents are as follows:

A+	97.0	4.5
A	93.0	4.0
A-	90.0	3.8
B+	87.0	3.5
B	83.0	3.0
B-	80.0	2.8
C+	77.0	2.5
C	73.0	2.0
C-	70.0	1.8
D+	67.0	1.5
D	63.0	1.0
D-	60.0	0.8
F	59.0	0.0

Please note that rounding grades up or down is at the professor's discretion. In general, however, a 3.8 will be promoted to a final grade of 4.0, a 2.75 to 3.0, and a 1.75 to a 2.0.