

Federal Bureau of Investigation
United States Department of Justice

11

**RELIGIOUS OUTSIDERS AND
THE AMERICAN STATE**

GIN: INDIANAPOLIS, INDIANA File No.: 100-4094

at:	INDIANAPOLIS, INDIANA	11/2/48	9/9,10,13 23/48	Madison	b7c
ISH SCIENCE TEMPLE OF AMERICA				Character	INTERNAL SECURITY - J

RELG 358

Thursday, 1-2:50pm

King 337

Office Hours: sign up at tinyurl.com/profrabin

Oberlin College, Spring 2021

Prof. [Shari Rabin](#)

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This course explores the relationship between select outsider religions – Native Americans, Jews, Catholics, Muslims, Mormons, Buddhists, and new religious movements – and the American state from the beginnings of the nation until the present day. In a country that is premised on the separation of church and state but that also includes diverse religious communities, the place of religion in public life and of the government’s role in regulating and defining religion have long been contested. What do church-state relations look like if we focus on groups outside of the Protestant mainstream? What are the scope and limits of “religious freedom”? In this course, students explore these questions in relationship to immigration, education, national security, first amendment jurisprudence, and more.

Learning Goals:

- to expand your capacity to reflect rigorously on the history and politics of “religious freedom” in the United States
- to learn how to analyze governmental documents as primary sources
- to gain familiarity with multiple American religious traditions
- to strengthen abilities in writing and communication

Assignments:

Active Engagement (15%):

This grade assesses your preparedness and engagement, which can be demonstrated by commenting in class, asking thoughtful questions, and/or attending office hours. Completing in-class activities is necessary to earn a high grade, but completing in-class activities alone will not merit an A.

Disability Accommodations:

Student should notify the Office of Disability Resources and their instructor of any disability-related needs. More information at: <http://oberlin.edu/disability-resources>.

On Discussions:

- In a liberal arts course, discussion is one of the main – and best – techniques for learning.
- Everyone is invited to contribute to discussions. When you do so, you should use respectful language and informed arguments that are based on reliable sources. Avoid generalizations and stereotypes, unsupported claims, and logical fallacies. Racist terms and abusive language will not be tolerated.
- It is also crucial that you make space for other voices to be heard. When your classmates are speaking, you should listen carefully, assume good intentions, and respond – especially if you disagree – by engaging with the substance of their argument.
- You will get the most out of this class if you see it as an opportunity to learn and grow. This means approaching discussions with a spirit of openness to the – sometimes difficult – process of understanding new ideas, receiving feedback, and developing as a thinker.
- During class, please avoid texting, checking your cellphone, or doing other activities that distract you, me, and/or your classmates from our shared pursuit of learning.

On Written Assignments:

- Papers should be written in Times New Roman, 12-point font, double-spaced with standard margins and using [Chicago citation style](#). They should be submitted via email by 5pm, as Microsoft Word or PDF files.
- You can submit an optional draft 3 days before each deadline to receive feedback.
- You must adhere to the honor code in all class assignments (more info at: <http://oberlin.edu/studentpolicies/honorcode>). This means submitting your own original work and including clear citations of all sources. If you have questions about this, please contact me!

On Deadlines:

Assignment deadlines have an important function within the larger trajectory of this course, so it is important that you meet them whenever possible. If you need an extension to complete an assignment, please do not hesitate to reach out, but you should do so *before* the missed deadline. You can also make up any missed work for partial credit up until the last day of class (April 29).

On Reading:

The assigned reading is the core of this class and the basis for our shared intellectual endeavors. You are expected to read carefully, take notes on material that surprises/interests/confuses you, and come to class prepared to discuss. I have prepared handouts that can help guide you through reading [secondary sources](#) and [primary sources](#).

Slack-tivity (30%) - [Rubric](#)

We will have a collective Slack workspace in which we will begin to engage with the readings and with one another in between our meetings.

Unit 1

Each week (from weeks 2 to 12) by 12pm on Thursday you should offer *at least* two substantive (~one paragraph) posts that demonstrate thoughtful engagement with assigned readings. You may write a new post or respond to another student. In each unit of the course (10%), you must post at least once in each channel that is marked with a *. The Slack channel options are:

- Quotes*: select a quote from a primary or secondary source that is intriguing to you and unpack its meaning
- Connections*: highlight a commonality or difference between multiple readings
- Hmmm*: pose a question that emerges from the readings that you would like to discuss with the class
- In the Wild: respond to something in the news or in popular culture that is related to the topic of discussion
- Hottake: post a strong reaction to a reading
- Huh?: point out something you would like clarification on
- Inspired: respond to one or more of the readings in a creative format of your choice (if you choose this option, you do not need to post a second time)

Unit 2

Each week (from weeks 2 to 12) by 12pm on Thursday you should offer **one** substantive (~one paragraph) post that demonstrates thoughtful engagement with assigned readings. You can post in any of the Slack channels posted above. You should also offer one mini-post responding to another student, either before class or after (by 5pm on Sunday).

Discussion Leader (5%) - [Rubric](#)

Once during the semester, you will be in charge of initiating class discussion, either by yourself or with a partner. You should give a brief summary of some of the main lines of discussion from that week's Slack channels and offer an opening discussion [question](#) or topic.

Class Respondent (5%) - [Rubric](#)

Once during the semester, you will be responsible for writing a summary of/response to our class discussion, highlighting the main takeaways. Due by the Sunday after class at 5pm.

Literature Review (20%)

Write a literature review based on five scholarly secondary sources about a clearly defined topic of interest, ideally related to one of the groups, policy issues, and/or government bodies addressed in this course. Due March 28 at 5pm.

Final Options (25%)

In recognition of your varying goals, there are two options for a final assignment, both due on Wednesday, May 12 at 11am:

- Cumulative Final Exam (25%)

An open-book, open-note final essay exam designed to assess your engagement with course materials and development of analytical skills.

- Final Paper (25%)

A research paper on a topic related to the themes of the course, ideally building upon your annotated bibliography.

*If you are pursuing this option, you can miss one week of class and instead set up a time to meet with me.

<u>PART I – Orientations</u>	
<u>Week 1 – Introduction</u>	
Th Feb 4	<ul style="list-style-type: none">• “Who gets left out of ‘religion?’”, <i>Keeping it 101</i> Podcast, Episode 2 <p>Recommended:</p> <ul style="list-style-type: none">• Joshua Dubler and Isaac Weiner, “Introduction,” <i>Religion, Law, U.S.A.</i>, 1-19• Stephen Prothero, <i>God is Not One</i>, 76-82
<u>PART II – Identifying Religion</u>	
<u>Week 2 – Native Americans</u>	
Th Feb 11	<ul style="list-style-type: none">• Complete Welcome Survey• Tisa Wenger, “Sovereignty,” <i>Religion, Law, U.S.A.</i>, 108-128• Jennifer Graber, “1868-1872,” <i>The Gods of Indian Country: Religion and the Struggle for the American West</i>, 77-97. <p><u>Primary Sources:</u></p> <ul style="list-style-type: none">• Code of Indian Offenses (1883)• “Native American Church,” <i>Race and New Religious Movements</i>, eds. Stoddard and Clark, 83-92 (esp. 88-92)

Leader(s):	Eli
Respondent(s):	Sasha
<u>Week 3 – Immigrants</u>	
Th Feb 18	<ul style="list-style-type: none"> •Shari Rabin, “Wandering Sons of Israel: Europe, America, and the Politics of Jewish Mobility,” <i>Jews on the Frontier: Religion and Mobility in Nineteenth-Century America</i>, 21-43. •Duncan Williams, “America: A Nation of Religious Freedom?,” <i>American Sutra: A Story of Faith and Freedom in the Second World War</i>, 15-38. •Isaac Weiner, “Calling Everyone to Pray: Pluralism, Secularism, and the Adhan in Hamtramck, Michigan,” <i>Anthropological Quarterly</i> (Fall 2014), 1049-1072. <p><u>Primary Sources:</u></p> <ul style="list-style-type: none"> •Congressional Committee on Immigration (1920) •<i>United States v. Bhagat Singh Thind</i> (1923)
Leader(s):	Sophia and Charlotte G-F
Respondent(s):	Miriam
<u>Week 4 – Citizens and Soldiers</u>	
Th Feb 25	<ul style="list-style-type: none"> •Ronit Stahl, “Dog Tags: Religious Toleration and the Politics of American Military Identification,” in <i>The Lively Experiment</i>, 209-221. •Judith Weisenfeld, “Introduction,” <i>New World A-Coming: Black Religion and Racial Identity During the Great Migration</i>, 1-22. <p><u>Primary Sources:</u></p> <ul style="list-style-type: none"> •Images from Weisenfeld, <i>New World A-Coming</i> •<i>Shaare Tefila Congregation v. Cobb</i> (1987)
Leader(s):	Charlotte A.
Respondent(s):	Leilani and Emma E.

PART III – Defining/Defending America

Week 5 – Elected Office

Th Mar 4	<ul style="list-style-type: none">•Kathleen Flake, “The Man Who Served Two Masters,” <i>The Politics of American Religious Identity</i>, 34-55.•Finbarr Curtis, “The Fundamental Faith of Every True American: Al Smith and Loyalty,” <i>The Production of Religious Freedom</i>, 87-112. <p><u>Primary Sources:</u></p> <ul style="list-style-type: none">•Sarna and Dalin, “In Search of Equal Footing,” <i>Religion and State in the American Jewish Experience</i>, 81-5, 94-7
Leader(s):	Sam
Respondent(s):	Wyatt and Emma J.

Week 6 – Education

Th Mar 11	<ul style="list-style-type: none">•Megan Leverage, “The Mount Pleasant Indian Industrial Boarding School,” <i>American Religion</i>•Kevin Schultz, “A New Rationale for Separation: Public Schools in Tri-Faith America,” <i>Tri-Faith America</i>, 118-137. <p><u>Primary Sources:</u></p> <p>Choose one of the following cases:</p> <ul style="list-style-type: none">•<i>Yoder v. Wisconsin</i> (1971)•<i>Kiryas Joel v. Grumet</i> (1994)
Leader(s):	Miriam and Mason
Respondent(s):	Sophia

Week 7 – Public Health

Tu Mar 16 at 4pm - Special Zoom session with librarian Elizabeth Sullivan to prepare for your literature review assignment

Th Mar 18	<ul style="list-style-type: none"> •Howard Markel, “Knocking out the Cholera’: Cholera, Class, and Quarantines in New York City, 1892,” <i>Bulletin of the History of Medicine</i> (Fall 1995), 420-457 •Anthony Petro, “Ecclesiastical Authority: AIDS, Sexuality, and the American Catholic Church,” <i>After the Wrath of God</i>, 91-136. <p><u>Primary Sources:</u></p> <ul style="list-style-type: none"> •Find a news article about religion and/or outsiders, and COVID-19
Leader(s):	Emily and Leilani
Respondent(s):	Mason
<u>Week 8 - The FBI</u>	
Th Mar 25	<ul style="list-style-type: none"> •Sylvester Johnson and Steven Weitzman, “Introduction,” in <i>The FBI and Religion</i>, 1-16 (e-book). •One of the following essays in <i>The FBI and Religion</i>: <ul style="list-style-type: none"> •Sylvester Johnson on Moorish Science Temple, 32-54. •Regin Schmidt on the Catholic Church, 108-120. •Sarah Imhoff on Jews, 121-133. •Karl Evanzz on the Nation of Islam, 148-167. •Matthew Bowman on Mormonism, 191-202. •Catherine Wessinger on the Branch Davidians, 203-243 •Michael Barkun on American Muslims, 244-255. •Junaida Rana on Kashmiri Americans, 256-268. <p><u>Primary Source:</u></p> <ul style="list-style-type: none"> •Moorish Science Temple FBI Files
Leader(s):	Leila and Sasha
Respondent(s):	Eli
S Mar 28	Literature Review Due at 5pm
<u>Week 9 – Prison</u>	

Th Apr 1	<ul style="list-style-type: none"> •Michael McNally, “Religion as Spirituality: Native Religions in Prison,” <i>Defend the Sacred</i>, 69-93. •Joshua Dubler and Vincent Lloyd, “Prison Religion and Prison Justice,” <i>Break Every Yoke: Religion, Justice, and the Abolition of Prisons</i>, 153-192. <p><u>Primary Sources:</u></p> <ul style="list-style-type: none"> •<i>Holt v. Hobbs</i> (2014)
Leader(s):	Nadine
Respondent(s):	Sam and Emma D-F
<u>Part IV: Regulating “Cults”</u>	
<u>Week 10 – Politics</u>	
Th Apr 8	<ul style="list-style-type: none"> •“What are Cults?” <i>Keeping it 101</i> Podcast •Richard Kent Evans, <i>MOVE: An American Religion</i> (e-book), introduction, chapter 7, and conclusion
Leader(s):	Wyatt
Respondent(s):	Leila and Charlotte A.
<u>Week 11 – Sex</u>	
Th Apr 15	<ul style="list-style-type: none"> •Leigh Schmidt, “Every Inch a Martyr,” <i>Heaven’s Bride: The Unprintable Life of Ida C. Craddock, American Mystic, Scholar, Sexologist, Martyr, and Madwoman</i>, 179-224 ***CW: Suicide •Megan Goodwin, “This is not about Religion: Raiding Zion to Save it,” <i>Abusing Religion: Literary Persecution, Sex Scandals, and American Minority Religions</i>, 111-134 ***CW: Sexual Abuse <p><u>Primary Source:</u></p> <ul style="list-style-type: none"> •<i>Reynolds v. US</i> (1878)

Leader(s):	Emma D-F and Emma J.
Respondent(s):	Charlotte G-F
<u>Week 12 – Money</u>	
Th Apr 22	<ul style="list-style-type: none"> •Charles McCrary, “Fortune Telling and American Religious Freedom,” <i>Religion and American Culture</i>, 269-289 •Andrew Ventimiglia, “Digital Liability and the Church of Scientology: Copyright, Secrecy, and Human Agency Online,” <i>Copyrighting Religion: Ownership of the Sacred in American Religion</i>, 178-210 <p><u>Primary Source:</u></p> <ul style="list-style-type: none"> •IRS Definition of “Churches,” https://www.irs.gov/charities-non-profits/churches-religious-organizations/churches-defined
Leader(s):	Emma E.
Respondent(s):	Nadine and Emily
<u>Week 13 – Conclusions</u>	
Th Apr 29	<ul style="list-style-type: none"> •Winnifred Sullivan, <i>The Impossibility of Religious Freedom</i>, 1-12.