

Global Religious Revivals of the 1970s

History 600
Prof. Aaron Rock-Singer
Spring 2020

Class Meets: W 8:50 AM-10:45 AM

Location: Humanities 5257

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Office Hours: By Appointment

In the 1960s, religiosity was said to be a mere byproduct of tradition, increasingly marginalized by modernization. Yet, in an unexpected turn, the 1970s saw religious revival swept across the globe as societies from the Middle East to Latin America to the United States turned to their divine texts. In the four decades since, religious movements across the world have gained increasingly prominent positions in society and government. How do these mass movements happen? What exactly is the relation between specific revivals, their holy texts and the societies in which they arise? How do they affect politics? Are contemporary religious revivals broadly similar or do they contain geographical or religious particularities? In this seminar, we will begin to examine these questions, covering the linked rise of Jimmy Carter and the “Moral Majority” in the United States, Post-1967 Messianic Zionism in Israel, Islamic Revival in Egypt, the rise of varied forms of Christianity in Latin America, and Islamic and Pentecostal revivals in Nigeria. In doing so, we will explore how and why men and women turned to religion since the 1970s and how the practices of individual believers have shaped the relationship between religion and politics globally. Courses in varied religious traditions would be helpful, but are not a requirement, to succeed in this seminar.

Learning Objectives

This course has one central goal: to teach you about global religious change in the 1970s, specifically the rise of Christian, Jewish and Muslim Revivals across the world during this period. As you progress through the semester, you will be expected to trace the similarities and differences among different religious shifts and to analyze the global history of religious change during this period.

Credit Hours

The credit standard for this 3-credit course is met by an expectation of a total of 135 hours of student engagement with the course’s learning activities (at least 45 hours per credit or 9 hours per week), which include regularly scheduled meeting times (group seminar meetings of 115 minutes per week), guided individual research, dedicated online time, reading, writing, field trips, individual consultations with the instructor, and other student work as described in the syllabus.

Digital Devices

You are permitted to use a computer or tablet to record key points of class discussions. That said, the success of this course depends on your active participation, whether listening to your classmates' ideas or offering your own. Given this, I will frequently request that all digital devices be put away. To reduce our dependence on computers in class, I expect you to arrive having printed out and marked up the text and any notes on which you wish to draw.

If this digital device policy will pose an unnecessary hardship for you, please let me know. We will find a solution that meets your needs and my pedagogical goals.

Finally, there is to be **no** recording of our class sessions without **explicit** permission from the instructor.

Accommodations

I welcome open communication regarding your learning needs. If you intend to request accommodations in this course, please contact the McBurney Disability Resource Center as soon as possible in order to register. I work according to the University's policy, as articulated by the Committee on Access and Accommodation in Instruction:

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Academic Integrity

My expectation is that you will adhere to the university's policies on academic integrity, available at <https://conduct.students.wisc.edu/academic-integrity/>. While we will discuss particular questions that pertain to academic integrity in class –such as correct citation, how to paraphrase an argument –you are responsible prior to addressing these particular questions. Broadly speaking, the guidelines are simple A) when in doubt, cite B) cite not only language, but also ideas and c) when paraphrasing, change the language.

Late Policy

If an assignment for this course coincides with assignments in other courses, students may request an extension *no less than one week in advance*. Extensions will not be granted beyond this point, and late assignments lose one letter grade/day. In other words,

the onus is on you to structure your time so that you can successfully complete the assignments by the due date.

Email

I will do my best to respond to your questions as quickly as I can during business hours (8:00 AM-4:00 PM). I may also be able to respond outside of those hours, but I will generally respond the next morning. It is your responsibility to think ahead on this front! When you email, please also be mindful of the difference between texting and emailing; the following guide may be of help:

<http://udel.edu/~jsoares/How%20to%20Use%20Proper%20Email%20Etiquette%20When%20Writing%20to%20a%20Professor.pdf>. In short, more punctuation, fewer emojis.

Required Texts (~\$143)

Books should be purchased through Amazon, as you will be able to buy them used (with the exception of my book, which I will provide in digital form). All other readings will be available on Canvas. **If the purchase of books for this course constitutes a financial hardship for you, please let me know and I will find a solution.**

The following is a list of the required books, by week, with the lowest price available on Amazon in parentheses:

Christopher A. Bayley, *The Birth of the Modern World, 1780-1914* (Oxford, UK: Blackwell Publishing, 2004) (~\$19.29)

Thomas Borstelmann, *The 1970s: A New Global History from Civil Rights to Economic Inequality* (Princeton, NJ: Princeton University Press, 2012) (~\$6.95)

David R. Swartz, *Moral Minority: The Evangelical Left in an Age of Conservatism* (Philadelphia, PA: University of Pennsylvania Press, 2014). (~\$5.90)

Darren Dochuck, *From Bible Belt to Sunbelt: Plain-Folk Religion, Grassroots Politics, and the Rise of Evangelical Conservatism* (New York: W.W. Norton and Company, 2011) (~\$6.95)

Sara Yael Hirschhorn, *City on a Hilltop: American Jews and the Israeli Settler Movement* (Cambridge, MA: Harvard University Press, 2017) (~\$32.99)

Todd Hartch, *The Rebirth of Latin American Christianity* (Oxford, UK: Oxford University Press, 2014). (~\$18.54)

Ruth Marshall, *Political Spiritualities: The Pentecostal Revolution in Nigeria* (Chicago, IL: The University of Chicago Press, 2009) (~\$21.78)

Michael Cook, *Ancient Religions, Modern Politics: The Islamic Case in Comparative Perspective* (Princeton, NJ: Princeton University Press, 2014) (~\$30.21)

Assessment

Class participation (40%)

Students are expected to regularly attend and participate in class having thoroughly completed the assigned reading.

Class discussion leader (10%):

Students will lead class discussion once during the semester. Please come prepared with relevant questions and comments to start us off.

Research paper (50%)

Students will write a research paper on a topic related to religious revival in the 20th and 21st centuries. The following are the due dates for various aspects of this paper, which should be 15 pages for undergraduate students, and 20 pages for graduate students.

Topic Proposals (250-300 words), 25 March 2020

Drafts due (Optional): 22 April 2020

Paper Presentations 29 April 2020

Final paper due, *8 May 2020

* Due Date subject to revision.

For graduate student papers: please meet with me to discuss additional/alternative expectations for your paper.

Week 1 (January 22): Introductory Class

No required reading. We will review the syllabus and go over expectations for the course.

Week 2 (January 29): Theories of Modernization and Religious Revival

Daniel Lerner, *The Passing of Traditional Society: Modernizing the Middle East* (New York: Free Press, 1958), 214-63, 398-412.

Richard P. Mitchell, *The Society of the Muslim Brothers* (New York: Oxford University Press, 1993), viii-xxiv.

S. N. Eisenstadt, "Multiple Modernities," *Daedalus* 129:1 (2000), 1-29.

Week 3 (February 5): An Introduction to Global History

Christopher A. Bayley, *The Birth of the Modern World, 1780-1914* (Oxford, UK: Blackwell Publishing, 2004), 1-21, 199-283, 325-365, 393-430, 451-487.

Week 4 (February 12): Modern Religiosity: the Ultra-Orthodox Jewish Case

Haym Soloveitchik, "Migration, Acculturation and the role of texts in the Haredi World," in Marty and Appleby (eds.) *Accounting For Fundamentalisms: the dynamic character of movements* (Chicago, IL: University of Chicago Press, 1994), 197-235.

Week 5 (February 19): The Global History of the 1970s

Thomas Borstelmann, *The 1970s: A New Global History from Civil Rights to Economic Inequality* (Princeton, NJ: Princeton University Press, 2012).

Week 6 (February 26): Jimmy Carter

David R. Swartz, *Moral Minority: The Evangelical Left in an Age of Conservatism* (Philadelphia, PA: University of Pennsylvania Press, 2014).

Week 7 (March 4): The Moral Majority

Darren Dochuck, *From Bible Belt to Sunbelt: Plain-Folk Religion, Grassroots Politics, and the Rise of Evangelical Conservatism* (New York: W.W. Norton and Company, 2011).

Mark Galli, "Trump Should Be Removed From Office," *Christianity Today*, published 19 December 2019, available at <https://www.christianitytoday.com/ct/2019/december-web-only/trump-should-be-removed-from-office.html>

Timothy Dalrymple, "The Flag in the Whirlwind: An Update from CT's President," *Christianity Today*, published 22 December 2019, available at <https://www.christianitytoday.com/ct/2019/december-web-only/trump-evangelicals-editorial-christianity-today-president.html?fbclid=IwAR3jcDoAozIUWlVkBmV7MQPVbsz6sIIecHUv8rBYCbipIPQ15A0zut6H7as>

Week 8 (March 11): The Rise of Messianic Zionism

Gideon Aran, "Jewish Zionist Fundamentalism: The Bloc of the Faithful in Israel (Gush Emunim), in Marty and Appleby (eds.) *Fundamentalisms Observed* (Chicago, IL: University of Chicago Press, 1991), 1:265-344.

Gershon Gorenberg, *The Accidental Empire: Israel and the Birth of Settlements, 1967-1977* (New York: Times Book, 2006), 83-94.

Week 9 (March 25): Transnational Currents and Messianic Zionism

Sara Yael Hirschhorn, *City on a Hilltop: American Jews and the Israeli Settler Movement* (Cambridge, MA: Harvard University Press, 2017)

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Week 10 (April 1): Islamic Revival in Egypt

Aaron Rock-Singer, *Practicing Islam in Egypt: Print Media and Islamic Revival* (Cambridge, UK: Cambridge University Press, 2019), focus on pp. 75-153.

* DUE: Topic Proposal for Final Paper

Week 11 (April 8): Liberation Theology, Pentecostalism, and Catholicism in Latin America

Todd Hartch, *The Rebirth of Latin American Christianity* (Oxford, UK: Oxford University Press, 2014).

Week 12 (April 15): Pentecostalism in Africa

Ruth Marshall, *Political Spiritualities: The Pentecostal Revolution in Nigeria* (Chicago, IL: The University of Chicago Press, 2009)

Week 13 (April 22) Religion and Politics Today

Michael Cook, *Ancient Religions, Modern Politics: The Islamic Case in Comparative Perspective* (Princeton, NJ: Princeton University Press, 2014), focus on “Part III: Fundamentalism,” 371-462.

Week 14 (April 29) Wrap Up/Paper Presentations

Each student will spend five to ten minutes presenting on the topic and central argument of his/her/their paper and will then take five minutes of questions.