



**WOMEN IN WESTERN RELIGIOUS HISTORY
HIS 534 (3 Credit Hours)**

Syllabus

Spring, 2009

Professor

Dr. Cheryl A. Kirk-Duggan

Classroom: Leonard Hall Room 202

Class Time: Saturday, 11:00-1:30

Office hours

Wednesday 8:00 AM-2:00 PM

Friday 8:00 AM-2:00 PM

Other days and times by appointment

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Welcome!

Students at Shaw University Divinity School are engaging, inquisitive, creative teacher/learners, who are committed to learning because of their call and vocation, to serve and love God and the Church. This **graduate course** for **graduate students** invites you to expand and develop your understanding of Women in the Western Religious Christian tradition, as we learn together to appreciate the legacy of these historic women and how they inform us in the contemporary world.

MRE Program Mission	MDiv Program Mission
<p>The mission of the Master of Religious Education degree is to equip persons for competent leadership in Christian Education to serve congregational ministries and other religious institutions. This purpose is consistent with the mission of Shaw University Divinity School; the Master of Religious Education program focuses on leadership in the “practice of ministry,” particularly in the African American Church</p>	<p>The mission of the Master of Divinity degree is to prepare persons for ordained ministry, for chaplaincy, general pastoral and religious leadership responsibilities in congregations and other settings, and to prepare some students for admission to advanced programs oriented to theological research and teaching. The purpose is consistent with the mission of Shaw University Divinity School; the Master of Divinity program focuses on leadership in the “practice of ministry,” particularly in the African American church</p>

Program Goals

MRE Program Goals	MDiv Program Goals
<ol style="list-style-type: none"> 1. to equip students with the capacity for critical and constructive theological reflection regarding the content and processes of educational ministry; 2. to help students understand the educational, social, and behavioral sciences that undergird educational practice, as well as the cultural contexts in which educational ministry occurs; 3. to assist students with personal growth and spiritual maturity; and 4. to provides skills in teaching and in design, administration, and assessment of educational programming. 	<ol style="list-style-type: none"> 1. to provide students with an intellectual atmosphere and a comprehensive, discriminating understanding of our religious heritage; 2. to enhance student training for Christian ministry, mindful of global, and diverse cross cultural, and non-American Christianities, and interaction with other faith traditions; 3. to support students' development in the personal and spiritual capacities necessary for pastoral and religious leadership, advancing growth in personal faith, emotional maturity, moral integrity, and public witness; 4. to expand programmatic activities, services, and academic programming to enhance student capacity for ministerial and public leadership.

Program Learning Outcomes

MRE Program Learning Outcomes (PLOs)	MDiv Program Learning Outcomes (PLOs)
<ol style="list-style-type: none"> 1. Graduates will demonstrate a capacity to articulate an understanding of the scriptural, historical, and theological traditions of particular Christian traditions and of the broader community of faith 2. Graduates will evaluate teaching and learning theories for the purpose of developing a distinctly Christian philosophy of educating God’s people; 	<ol style="list-style-type: none"> 1. Graduates will demonstrate a capacity to articulate an understanding of the scriptural, historical, and theological traditions of particular Christian traditions and of the broader community of faith 2. Graduates will develop a consciousness about and a capacity to reflect critically on issues of diversity, globalization, and cross cultural concerns;

MRE Program Learning Outcomes (PLOs)	MDiv Program Learning Outcomes (PLOs)
3. Graduates will demonstrate a capacity for critical reflection on how their unique personalities, backgrounds, and gifts and abilities relate to the ministry of Christian education; 4. Graduates will demonstrate a capacity to design and to carry out a lesson plan necessary for effective educational ministries.	3. Graduates will demonstrate a capacity for critical reflection on how their unique personalities, backgrounds, and gifts and abilities relate to the role of the minister as leader, guide, and servant of the faith community; 4. Graduates will demonstrate a capacity to create programs and have a critical voice in ministerial and public leadership.

Course Description

This course, a working seminar, explores problems of method, sources, and conceptual framework in studying women's religious history. We trace the history of women's participation in western Christian religion, the reactions from male ecclesiastical hierarchies, and theological interpretations about women from the early church to the present, especially of Protestantism and Roman Catholicism. Using a historical theological format, this course examines social currents that have affected women's religious leadership and speculates on the future of women's religious history. Through readings, discussions, and class presentations, the course pays particular attention to black women's religious history.

Student Learning Outcomes include the following:

Student Learning Outcomes (SLO) At the completion of this course, students will be able to:	Assessment of Student Learning Outcomes (Assessment Tools)	Linkage to MDiv Program Learning Outcomes <i>(PLO statement number(s) that correspond to or support the SLO)</i>	Linkage to MRE Program Learning Outcomes <i>(PLO statement number(s) that correspond to or support the SLO)</i>
1. Discuss the biographies and lives of Women in the Western Christian tradition	Exam Questions, Research Paper Quizzes	1,3	1

Student Learning Outcomes (SLO) At the completion of this course, students will be able to:	Assessment of Student Learning Outcomes (Assessment Tools)	Linkage to MDiv Program Learning Outcomes <i>(PLO statement number(s) that correspond to or support the SLO)</i>	Linkage to MRE Program Learning Outcomes <i>(PLO statement number(s) that correspond to or support the SLO)</i>
2. Use biblical narratives, history, and culture to analyze the methodology, contexts, and patriarchal realities and theological interpretations of women's lives	Exam Questions, Research Paper Class discussion Quizzes	1	1,3
3. Identify interdisciplinary questions about the juxtaposition between power, gender, race, and class	Exam Questions, Artistic Paper Constructive Paper	2,3	4
4. Distinguish the theological and ethical issues around characterization of women, their leadership, and their legacies, and their impact on historical theology	Exam Questions, Class discussion Quizzes	1,4	1,4
5. Engage in theological and ethical reflection, aware of the interests and experiences the reader brings to the text	Exam Questions, Artistic Paper Research paper	2, 4	3
6. Construct their own Womanist historical theological analysis	Artistic Paper Constructive paper, Research Paper	1,2	1,3

Required Texts:

- Torjesen, Karen Jo. *When Women Were Priests: Women's Leadership in the Early Church and the Scandal of their Subordination in the Rise of Christianity*. SF: Harper Collins, 1993; paper (1995) ISBN0060686618
- Swan, Laura. *The Forgotten Desert Mothers: Sayings, Lives, and Stories of Early Christian Women*. Paulist Press, 2001. ISBN0809140160.
- Flinders, Carol. *Enduring Grace: Living Portraits of Seven Women Mystics*. SF: Harper San Francisco, 1993. ISBN
- Wiesner, Merry E. *Women & Gender in Early Modern Europe*. 2nd ed. Cambridge University Press, 2000.
- MacHaffie, Barbara. *Her Story: Women in Christian Tradition*. Fortress Press, 2nd edition. 0800638263
- Weisenfeld, Judy. *This Far by Faith: Readings in African American Women's Biography*. Routledge, 1995. 0415913128. [ON RESERVE](#)
- Wallace, Peter George. *The Long European Reformation*. Palgrave Macmillan, 2003.
- "Overview of the Middle Ages." www.camelotintl.com/village/church.htm/

Reading Assignments:



Reading and understanding assignments is essential to a successful and growing educational experience. The process is quite simple: **if one does not do the assignments, one will not pass the course with a satisfactory grade.** Read all assignments, secondary materials, and handouts **before the class meets.** Knowledge **of these materials** is essential to understand the subject, follow lectures, participate in discussions, and do acceptable written work.

Class attendance and class participation are mandatory. Each student is responsible for all materials covered during class. **Each student will co-facilitate one class.** Facilitated and group participation are quintessential for understanding and total educational development. Lectures reinforce reading, but they will not repeat content verbatim. Your registration in class is a **contract with yourself and the class** to do your best.

Course Assignments

Students will write the following assignments: one exam, two short papers, an artistic/aesthetic essay, and final research paper. **SUBMIT ALL PAPERS VIA EMAIL, either in .doc or .rtf formatting:**

1. **Quizzes:** **three 33-point exams** to assess comprehension and creativity, covering material from the texts, lectures, and class discussions via Black Board. If a student fails to take a quiz, it is the student's responsibility to inform the instructor immediately. To qualify for a make up exam, the student must provide the instructor with documentation from Student Affairs, a medical professional, or an entity approved by Student Affairs. To take make-up exam students must have appropriate documentation. There will be no exceptions. If the student cannot provide documentation, s/he cannot take the makeup exam and receives a zero for the exam.

Papers: Below please see the list of the required paper assignments. The papers will reflect your critical thinking and examination of assigned subject matter. Each student is expected to

apply his or her writing skills to prepare his/her paper. Your grade will, in part, be determined by your treatment of the topic, your original, critical thinking, and your use of proper grammar and punctuation. All papers must have a Thesis, Methodology, and Analysis. {A submitted paper without a thesis statement **will not be read!**}

1. One (1) **three page, single-sided, double-spaced** paper: personal bio
2. One (1) **two page, single-sided double-spaced paper:** working, constructive definition of Womanist theological history
3. One **artistic/aesthetic presentation** related to women's theological history, with supporting essay
4. One final **12 page double-spaced** paper concerning historical theological methods, metaphors, or issues about a concept, method, theory, or praxis component of Women's history, particularly as related to the biblical, aesthetic, religious, cultural, or contemporary portrayal of women.

All papers must be typed or printed via a word processor. Papers **less than** or **exceeding** stipulated limits will **not be acceptable**. This page limit applies **only to the text proper**, not the table of contents or bibliography. All research papers are to use library resources: books, journal articles, and on-line, electronic resources, preferably from documents found via NCLIVE (www.nclive.org); ATLA; or www.ccel.org. All sources must have proper documentation; that is footnotes and bibliography or works cited. Please use Turabian (Chicago Manual of Style), sixth edition as your style guide.

The artistic/aesthetic presentation involves the student either doing analysis of an artistic work (literature, music, art, etc.) from a particular historical era, or the student may create an aesthetic project based upon his/her analysis of a historical theme, person, event, era, or movement.

Students will have a conference with the professor about the final paper by the fifth class period. **The final paper project is on-going throughout the semester.** Each person/group will submit their topic with a working bibliography and copies of their **1 page abstract** of the final paper to the professor and class members on **Feb. 14th**. Each person will make a brief presentation to the class of their project during the last two class meetings. Final papers **must be submitted on or before, but not later than, Apr 28th, 5:00 PM.**

Jan. 31:	Concise personal biography
Feb. 7:	Quiz #1
Feb. 14	Working Concept, Bibliog. & Abstract: Final paper project
Feb. 28	Quiz # 2
Mar. 21	Womanist Theological History definition
Apr. 4:	Quiz # 3
Apr. 11	EASTER/SPRING BREAK
Apr. 18:	Artistic/aesthetic work
Apr. 28	<u>Final paper due</u>
May 2	<u>Last Day of Class</u>

If an emergency or debilitating illness occurs, arrangements for turning in the paper late can be made with the professor with proper supporting documentation. The student is encouraged to plan ahead; when such emergencies are insurmountable, the student is responsible to notify the professor as soon as possible. The student will need to submit reports to makeup any class absences and **will lose a letter grade when student misses three or more classes.**

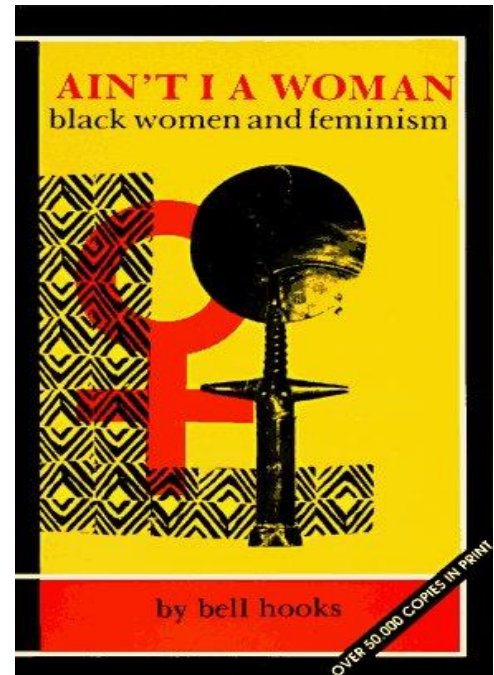
MRE students: Please focus on pedagogical strategies and faith formation, as theoretical and applied discourse in your reading and written assignments. **M.Div. students:** Please focus on

historical theological as theoretical and applied discourse in your reading and written assignments. The intersection of religion and history as historical theology, through faith seeking understanding and expression is germane to all students.

Class Attendance

When a student is unable to attend class, it is the student's responsibility to contact the professor in advance, whenever possible. The student is responsible to obtain the notes, handouts, or other material for the missed class. Students remain responsible for all assignments due during the missed class. An absence does not excuse the student from any work or due dates.

Attendance will be taken at the beginning of each class and students not present at that time will be marked absent. Students who come in late are required to inform the instructor immediately following that class period in order to be counted late rather than absent. University policy stated that each student is allowed as many unexcused absences per semester as the class meets per week; that is, one excused absence for this course. **Emergency Policy:** Classes will meet when the Divinity School is open. If I cannot meet the class because of harsh weather or emergency, a note will be posted on the classroom door. For information, call the SUDS office (919) 546-8569.



Class Participation: Course enrollment indicates students' active participation in a positive manner in the learning process. Participation includes: demonstrating critical thinking, active learning, development and use of listening and speaking skills needed for career success, and the ability to engage a discipline's conversation. Such participation includes asking questions, active listening, seeking out and valuing the opinion of others, and showing respect for peers and the instructor. Participation includes evidence that the student prepares for class by reading the assigned material prior to class and by contributing to class discussions, and asking questions about the readings and lectures. Students will be assigned participation points primarily based on the Student Participation Rubric below:

Student Participation Rubric

Criteria	Exemplary 5	Outstanding 4	Satisfactory 3	Adequate 2	Unsatisfactory 1
Interaction/ participation in classroom learning activities	Demonstrates critical thinking skills, evidence that student read assigned material, asks focused and appropriate questions, always interacts, responds regularly to questions; freely volunteers opinions, initiates appropriate questions, does not dominate discussion	Demonstrates beginning critical thinking skills, some evidence that student read assigned material, often interacts in class; responds often to questions, often volunteers opinions, contributions less developed and focused contributions	Occasionally, demonstrates critical thinking skills, occasionally interacts and responds to questions when prompted, contributions not as clearly focused, contributions lack focus, rambling, or tangential, questions sometimes digressive	Rarely demonstrates critical thinking skills, rarely participates or volunteers point-of-view, provides minimal answers when called upon, does show interest in class and discussion, some evidence that material was read	Does not participate or respond to questions; almost never volunteers to contribute or provide information, little or no evidence that read assigned material or completed assignments, may be disruptive to class

Criteria	Exemplary 5	Outstanding 4	Satisfactory 3	Adequate 2	Unsatisfactory 1
Engagement in the electronic/ email learning forum	Demonstrates competency in using electronic/email, including Blackboard learning forum assignment. Completes all tasks for every assignment within allotted time, provides complete written comments related to assignments or tasks, follows directions accurately of assignment or task	Follows directions with minimal difficulty, most of time no difficulty accessing and using electronic learning forum	Misses no more than two assignments, minimal difficulty accessing and using electronic learning forums	Misses more than two assignments. Some difficulty accessing and using electronic learning forums	Never logs onto Blackboard or check email, assignments not completed, no demonstrated competency in using electronic learning forum
Professional attitude and demeanor	No disruptive classroom behavior, no cell phones or electronic devices during class, respectful and courteous to others, recognizes and respects other students' points-of-view, alert in classroom, enthusiastic for work	Rarely disruptive and disrespectful on rare occasions, alert in the classroom on most occasions, enthusiastic most of the time, no cell phones or electronic devices	Minimally disruptive and disrespectful, sometimes lethargic in the classroom	Disruptive and disrespectful, rarely enthusiastic	Not respectful and courteous, alert or enthusiastic in the classroom
Punctuality	0-2 times tardy	3-4 times tardy	5-6 times tardy	7-8 times tardy	9-10 times tardy

Course Grade Evaluation

Assignment	Percentage of Final Course Grade
Attendance and class participation	10%
Three Quizzes	20%
Constructive paper	10%
Artistic/Aesthetic paper	20%
Final Paper	40%
Total	100 %

Note: The minimum passing grade for this required course is C.

Grading Scale

The following point system will be used for all assignments:

- A 90-100
- B 80-89
- C 70-79
- D 60-69
- F 59 and below

A plus or minus grade (e.g., B+ or C-) is used to indicate proximity to the particular grade. At the end, all minuses and pluses will be rounded to the point that best reflects the student's progress in the course.

No grades are “given” in this course. Each student earns her/his grade.

I A student receives an “I” *only* when extraordinary circumstances (extended illness, death in the family, etc.) prevent the student from completing all the assignments before the end of the semester.

All written assignments need to conform to the guidelines in the Divinity School’s “Guidelines for Written Assignments,” available in the Divinity School Office. The following criteria will be used in evaluating all written assignments.

A Indicates the student has *significantly* exceeded the minimum expectations for the assignment. The student has consulted the relevant scholars and has consistently entered into dialogue with these scholars, offering his/her critique of the relevant sources. All the required parts of the assignment are present, and the written presentation is consistently above average, with no errors in spelling or grammar.

B Indicates the student has *exceeded the minimum* expectations for the assignment. The student has consulted relevant scholars and has entered into dialogue with most of them, offering his/her critique of the sources. All the required parts of the assignment are present, and the written presentation is above average, with no errors in spelling or grammar.

C Indicates the student has *met the minimum* expectations for the assignment. The student has consulted relevant scholars and has represented their views well, at least occasionally offering a critique of the sources. The required parts of the assignment are present, and the written presentation is acceptable, with minimal errors in spelling or grammar.

D Indicates the student *has not met the minimum* expectations for the assignment in one or more of the following ways: significant critical scholarship is not consulted; significant segments of the assignment are missing or inadequate; or the written presentation is inadequate in grammar, spelling, or format.

F Indicates the work is not acceptable for graduate-level study.

Plagiarism

Plagiarism (using another’s work as your own, whether you put it in your own words or keep it in the original words) and cheating are serious offenses and will be treated as such. A student who plagiarizes or cheats – whether giving or receiving information – will receive a grade of zero on that particular exam or paper, and may receive a grade of F for the course. Plagiarism is unethical and against University and SUDS policy. To plagiarize is to LIE and STEAL. Any plagiarism is a request for a failing grade. To that end, you will sign your class statement of honor. Any papers identified as plagiarized will result in a failing grade for that assignment. DO NOT get someone else to write your paper; DO NOT purchase a paper from a person or online and turn it in as your own; do not copy a paper verbatim off the internet. DO NOT submit the same work multiple times. Any such submissions will receive a failing grade.

Student Classroom Decorum Expectations

To enhance student learning and an engaging classroom atmosphere, students are expected to dress and behave in a manner conducive to classroom learning. More specifically, students will avoid disruptive classroom behavior (*i. e.*, **talking to classmates, disrespectful responses to teacher**

instructions; swearing; wearing clothes that impede academic learning such as but not limited to wearing body-revealing clothing and excessively baggy pants; hats/caps, and/or headdress). Students will turn off telephones prior to entering the classroom. Students who exhibit the behaviors described above, or similar behaviors will be immediately dismissed from class at the third documented offense. The student will be readmitted to class only following a decision by the Divinity School Dean. The student may appeal the decision of the Dean to the Vice President of Academic Affairs, and then to the President of Shaw University. The decision of the President will be final. Failure to follow these procedures will result in termination of the appeal, and revert to the decision of the Dean.



Schedule

The class schedule and readings follow. After completing your reading assignment, ask yourself: What are the main ideas: pros & cons? How does what I read/hear/view shape relate to the history and experience of women from a religious perspective? What do I agree or disagree with, and why? How do these ideas pertain to my project? What is distinctive about a Womanist approach to the particular historical theological issue at stake?

Prelude, Roots, Realities

Class Date	Student Learning Outcomes <i>[List the SLO nos.]</i>	Course Content or Unit	Readings	Mode of Instructional Delivery	Related Assignment	Resources	Assessment Tool <i>(instrument used to determine the achievement of the stated SLO)</i>
Week Jan. 17	1, 3, 6	<i>Present Tense Lens for Historical Realities: Introducing Women's Stories</i>	Syllabus	Lecture; Discussion	Sign on to Blackboard Pre-Test	Syllabus	Quiz Questions
Jan. 24	2, 5	<i>Women's Power Subordination: Biblical and Early Church Women's Leadership</i>	Torjenson, ch. 1-5; MacHaffie; c. 1	Lecture and class discussion			Research paper

Class Date	Student Learning Outcomes [List the SLO nos.]	Course Content or Unit	Readings	Mode of Instructional Delivery	Related Assignment	Resources	Assessment Tool (instrument used to determine the achievement of the stated SLO)
Jan. 31	1, 2, 3	<i>Women's Power & Early Subordination, Part II</i>	Torjeson, ch. 6-9	Lecture & Small Group Discussion	<u>Personal bio due</u>		Quiz questions
Feb. 7	1, 2, 4	<i>Early Christian Women follow the Leadings of God: Desert Mothers</i>	Swan; MacHaffie, c. 2	Class Discussion	Quiz # 1		Quiz questions

Commitments, Challenges, Reformation

Class Date	Student Learning Outcomes [List the SLO nos.]	Course Content or Unit	Readings	Mode of Instructional Delivery	Related Assignment	Resources	Assessment Tool (instrument used to determine the achievement of the stated SLO)
Feb. 14	1, 4, 5	<i>Women of Courage & Convictions: Selected Saints (13th-16th centuries)</i>	Flinders	Class Discussion	<u>Abstract due</u>		Quiz questions Research paper
Feb. 21	1, 3, 4	<i>Reformation & the Impact of Women (14th-18th C)</i>	Wallace, Intro. – c. 4; MacHaffie, c. 4	Lecture & Class discussion			Quiz Questions
Feb. 28	1, 2, 5	<i>Reformation & Impact of Women, Part II</i>	Wallace, c 5- Conclusions	Lecture & Class discussion	Quiz # 2 Small Group Activity		Quiz Questions
Mar. 7	1, 2, 5	<i>Thematic Development of Women & Gender (16th-18th Centuries)</i>	Wiesner, Intro. – c. 3	Lecture, Discussion &		Values Exercise	Research paper
Mar. 14		<i>Summary Review & Research</i>	Work on Final Paper	Small group work		Library Resources	Research paper

Modernity, Migration, New Worlds

Class Date	Student Learning Outcomes <i>[List the SLO nos.]</i>	Course Content or Unit	Readings	Mode of Instructional Delivery	Related Assignment	Resources	Assessment Tool <i>(instrument used to determine the achievement of the stated SLO)</i>
Mar. 21	1, 2, 3, 4	Thematic Development of Women & Gender, Part II (16th-18th Centuries)	Wiesner, c. 4-8		Womanist Theological History Method Due		Exam Questions
Mar. 28	1, 3, 6	Women and Religion in America	MacHaffie, chapters 4-8	Class Discussion			Constructive paper
Apr. 4	1, 2, 4, 5	Black Women and Lived Faith, Part I	Weisenfeld, Intro., Part 1	Lecture Class Discussion	Quiz # 3		Research paper
Apr. 11		EASTER BREAK					
Apr. 18	1, 2, 3, 5	Black Women and Lived Faith, Part II	Weisenfeld, Part 2 & 3	Class Discussion	Artistic Project Due		Aesthetic assignment
Apr. 25	1, 2, 3, 4, 5, 6	Summary Review	Weisenfeld, Part 4				Research paper
Apr. 28		FINAL PAPER DUE					
May 2	1, 2, 5, 6	Black Women in Baptist Religious History; Recap & Review	Read articles of your own choosing on Black women religious leaders in NC	Class Discussion			

Working Bibliography

- Andrews, William L. ed. *Sisters of the spirit: three Black women's autobiographies of the nineteenth century*. BV3780 .S57 1986
- Armour, Ellen T., 1959- *Deconstruction, feminist theology, and the problem of difference: subverting the race/gender divide*. BT83.55 .A75 1999.
- Audi, Robert and Nicholas Wolterstorff. *Religion in the public square: the place of religious convictions in political debate*. BL65.P7 A83 1997.
- Balmer, Randall Herbert and Lauren F. Winner. *Protestantism in America*. BR515 .R36 2002.
- Bednarowski, Mary Farrell. *The Religious Imagination of American Women*. BL 625.7 .B425 1999
- Butler, Jon, Grant Wacker, Randall Balmer. *Religion in American life: A Short History*. BL 2525 .B88 2003.
- Carter, Stephen L. *The culture of disbelief: how American law and politics trivialize religious devotion*. BL 2525 .C367 1993.
- Castelli, Elizabeth A and Rosamond C. Rodman, editors. *Women, Gender, Religion: A Reader*. Palgrave Macmillan; 1st edition, 2001. **ISBN: 0312240309**

- Collier-Thomas, Bettye. *Daughters of Thunder: Black women Preachers and Their Sermons, 1850-1979*. RNEG BR 563 .N4 C64 1998.
- Collier-Thomas, Bettye and V. P. Franklin, editors *Sisters in the Struggle: African-American Women in the Civil Rights-Black Power Movement*. New York University Press, 2001. ISBN: 0814716032
- Cooley, Paula, MWilliam R. Eakin, Jay B. McDaniel, eds. *After Patriarchy: Feminist Transformations of the World Religions* (Faith Meets Faith Series). Orbis, 1991. 0883447487.
- Costen, Melva Wilson Darius Leander Swann, eds. *The Black Christian Worship Experience*. NEG BR 82.7 .B45 1992
- Donaldson, Laura and Kwok Pui Lan. *Postcolonialism, Feminism and Religious Discourse*. Routledge, 2001. 0415928885.
- Foucault, Michel. *Religion and Culture*; selected and edited by Jeremy R. Carrette. BL 65 .C8 F69 1999
- Goldenberg, Naomi R. *Changing of the gods: feminism and the end of traditional religions*. BL458 .G64 1979
- Gunton, Colin E, ed. *The Cambridge companion to Christian doctrine*. BT 80 .C29 1997
- Hudson, Winthrop Still. *Religion in America; an Historical Account of the Development of American Religious Life* BR 515 .H79 1973
- Hutson, James H. *Religion and the founding of the American Republic*. BR 516 .H785 1998
- Lehman, Jeffrey, ed. *Reference library of Black America*. RNEG E 185 .R44 2003
- Lindley, Susan Hill. *You have stepped out of your place: a history of women and religion in America*. REF BL2525 .L565 1996
- Marsden, George M. *Religion and American culture*. BL 2525 .M36 2001
- Miller, Randall M., Harry S. Stout, Charles Reagan Wilson, eds. *Religion and the American Civil War*. E 468.9 .R46 1998
- Moltmann-Wendel, Elisabeth. *Liberty, equality, sisterhood: on the emancipation of women in church and society*. Translated from the German by Ruth Gritsch. HQ1154 .M64513
- Murray, Margaret Alice. *The Genesis of religion*. BV639.W7.M8
- Paris, Peter J. *Virtues and Values: the African and African American experience* NEG BR 563 .N4 P38 2004
- Pinn, Anthony B. *The Black Church in the Post-civil Rights era*. NEG BR 563.N4 P49 2002
- Raboteau, Albert J. *Canaan Land: a Religious History of African Americans*. NEG BR 563 .N4 R236 2001.
- Richardson, Marilyn. *Black Women and Religion: a Bibliography*. RNeg BR563.N4 R53
- Ruether, Rosemary Radford and Rosemary Skinner Keller, eds. *Women and Religion in America* BR515 .W648 1981
- Ruether, Rosemary Radford, ed. *Religion and Sexism; Images of Woman in the Jewish and Christian traditions*. BV639.W7 R8
- Saussy, Carroll. *God Images and Self Esteem: Empowering Women in a Patriarchal society*. BV4527 .S26 1991
- Sernett, Milton C. *African American Religious History: A Documentary Witness* (The C. Eric Lincoln Series on the Black Experience).Duke University Press, 2nd edition, 2000. 0822324490.
- Sharma; Arvind, ed. *Today's Woman in World Religions*. BL458 .T63 1994