<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Lee Gilmore (pronouns: she/her)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email:</td>
<td><a href="mailto:lee.gilmore@sjtu.edu">lee.gilmore@sjtu.edu</a></td>
</tr>
<tr>
<td>Office Hours:</td>
<td>By appointment via WebEx</td>
</tr>
<tr>
<td>Webinar Meetings:</td>
<td>Twice weekly online meetings via WebEx. See Course Schedule for specific dates &amp; times, and see Assignments: Webinars &amp; Discussion Forums for more details.</td>
</tr>
<tr>
<td>Virtual Classroom:</td>
<td>• <a href="https://sjsu.instructure.com/courses/1233467">https://sjsu.instructure.com/courses/1233467</a></td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Completion of core GE, satisfaction of Writing Skills Test and upper division standing. For students who begin continuous enrollment at a CCC or a CSU in Fall 2005 or later, completion of, or co-requisite in a 100W course is required.</td>
</tr>
<tr>
<td>GE/SJSU Studies Category:</td>
<td>Area &quot;S&quot; - Self, Society and Equality in the United States.</td>
</tr>
<tr>
<td>Course Format:</td>
<td>ONLINE. See Online Learning Requirements for more details.</td>
</tr>
<tr>
<td>Faculty Web Page, Facebook &amp; Twitter:</td>
<td>• <a href="http://www.sjsu.edu/people/lee.gilmore">http://www.sjsu.edu/people/lee.gilmore</a></td>
</tr>
<tr>
<td></td>
<td>• <a href="https://www.facebook.com/pages/ProfGilmore/">https://www.facebook.com/pages/ProfGilmore/</a></td>
</tr>
<tr>
<td></td>
<td>• <a href="https://twitter.com/LeeGilmoreSJSU">https://twitter.com/LeeGilmoreSJSU</a></td>
</tr>
</tbody>
</table>

**SJSU Catalog Description:**
Contemporary problems (e.g., ecology, abortion, war, gender, sexuality and race) as interpreted by a diverse range of American ethno-religious groups.

**SJSU Studies Learning Outcomes (Area S):** Upon successful completion of this course, students shall be able to:

1. **Describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences in contexts of equality and inequality.**

   Students will describe how diverse religious, gender, ethnic, racial, sexual, and class identities/communities have been shaped by struggles for equality & social justice and legacies of inequality in American religious & political history.

2. **Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.**

   Students will examine the historical, social, and political processes that have shaped the relationships between church/state and religion/politics in the U.S., in order to recognize and think critically about how these have contributed to the production of diversity, equality, and structured inequalities in the U.S.

3. **Describe social actions which have led to greater equality and social justice in the U.S. (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age.)**

   Students will examine the history of religiously grounded political activism that has led to greater equality and social justice in the U.S., as well as the history of contemporary controversies around religion, gender, ethnicity, race, class, and sexual orientation.

4. **Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups in the U.S.**

   Students will describe the history of controversies surrounding the intersections of church/state and religion/politics in American religious & political history in order to recognize & appreciate constructive interactions between people from different religious, cultural, racial, and ethnic groups.
Readings & Other Required Media

Required Readings & Videos
ALL AVAILABLE VIA THE CANVAS SITE: See Course Schedule below for details.

Online Learning Requirements
In order to participate in & pass this class, you will need to ensure that you will have access to an internet-enabled computer or tablet a minimum of 9 hours per week. (See University Policies: Federal Regulations Regarding the Definition of the Credit Hour.) You are expected log in to our course a (bare) minimum of three times a week & logging in every day is highly recommended. You will use this time to:

• Attend (or watch) webinars
• Complete online readings & watch required videos
• Complete required quizzes, discussion forums, essays, and other projects

System Requirements
It is strongly recommended that your computer or mobile device be running the most recent available operating system & other software.
• See Canvas Technical Requirements:
  • https://guides.instructure.com/m/4214/l/82542-what-are-the-basic-computer-specifications-for-canvas
• See WebEx System Requirements:
  • https://help.webex.com/docs/DOC-4748

How to Use Canvas & Get Tech Support
The Canvas developers & the SJSU e-Campus have put together a wonderful collection of resources intended to help you successfully navigate the Canvas LMS:
• Canvas Student Quick Start Guide: http://guides.instructure.com/m/8470
• Extensive & searchable Canvas Student Guide: http://guides.instructure.com/m/4212
• SJSU e-Campus: http://www.sjsu.edu/at/ec/
• SJSU IT Help for Students: http://its.sjsu.edu/support/student-support/index.html

  In Canvas, you can also click on the word "Help" in the yellow box in the upper right corner of the screen. Then select, "Report a Problem." Enter the necessary information and click "Submit."

Basic Policies

Be a Participant, Not a Spectator
This course is an opportunity for you to learn about the cultural & historical contexts of religious & political controversies in the U.S. Active and engaged participation in our class is required & your grade will be a direct reflection of how much effort you put into this course. While emergencies and illnesses may at times be unavoidable, I guarantee that you will not do well in this class if you miss (or are consistently late with) multiple assignments & discussion sessions or if you are distracted or multitasking during webinars, videos & other tasks.

THE ONLINE/REMOTE ONLY NATURE OF THIS COURSE means that it is incumbent upon you to be proactive about participating. This means that you will need to stay on top of course content, keep track of deadlines & regularly check both the Canvas site & email.

Finally, you should also approach this subject matter with an open and curious mind. My job is not to dispute your own religious, political, or other commitments, but rather to train you to think critically about religion, politics, and culture (including your own, as well as others'). In turn, I agree to give you my complete attention during our time together, and to provide every resource I have available to help you do well in this course.

BOTTOM LINE: IT IS UP TO YOU TO MAKE THE MOST OF YOUR EDUCATION, AND HENCE YOUR TIME IN THIS COURSE.
**Basic Policies (cont.)**

**University Policies**
Office of Graduate and Undergraduate Programs maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. You may find all syllabus related University Policies and resources information listed on GUP’s Syllabus Information web page at: [http://www.sjsu.edu/gup/syllabusinfo/](http://www.sjsu.edu/gup/syllabusinfo/)

**Late Policy**
You are expected to complete ALL assignments by the posted deadlines. Late quizzes & discussion posts will generally be accepted, BUT **points will be deducted for each day (including weekends) that it is late.**

(-1 point per day for Quizzes, Discussion Posts & Twitter participation; -10 points per day for the Final Paper.)

**Put all deadlines & due dates in your own calendar.**

**WARNING: do not abuse this policy.** Submitting an assignment a few hours or even a day or late in the case of an emergency may be understandable, but if you make a regular habit of submitting late assignments it will dramatically reduce your final grade. The amount of detailed & specific feedback will also be reduced, as I will likely have moved on to other tasks & no longer have time devoted to that project. Once an assignment is only worth half the originally available points (i.e. a failing grade) it will no longer be accepted.

**Dropping and Adding**
You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. For Spring 2017 session, the deadlines can be found at: [http://www.sjsu.edu/registrar/calendar/2172/](http://www.sjsu.edu/registrar/calendar/2172/).

**Plagiarism Policy**
**Plagiarism means COPYING WORDS FROM ANY SOURCE WITHOUT PLACING THOSE WORDS IN QUOTE MARKS & PROVIDING A CORRECT CITATION.** This includes submitting work in which ANY unacknowledged material appears, and handing in material written by a person other than the student.

**ANY attempt to pass off someone else’s words as your own is a serious academic offense and WILL RESULT IN A FAILING GRADE FOR THAT ASSIGNMENT. It may also result in a failing grade for the course or even expulsion from SJSU.** The major essays/papers for this course will ALL be checked for plagiarism via turnitin.com (as well as by the professor’s own experienced and unerring eagle eyes). All incidents of plagiarism will be reported. If you get stuck working on any of your written assignments for this class, please ask me for help before resorting to plagiarism. Also see Plagiarism Policy & Resources page on Canvas.

**Other Assignment Policies**
- UPLOAD ALL WORK THROUGH CANVAS. I DO NOT ACCEPT ASSIGNMENTS VIA EMAIL.
- READ: Criteria and Guidelines for Written Assignments (on Canvas)
- READ: Professor’s Pet Peeves (on Canvas)
- READ: About Webinars/Online Meetings (on Canvas)
- READ: Discussion Forum Etiquette Guidelines (on Canvas)

**Final Grade Scale & Total Assignment Point Values**

<table>
<thead>
<tr>
<th>Final Grade Scale (100% = 1000 points)</th>
<th>A+ 1000-970</th>
<th>B+ 899-870</th>
<th>C+ 799-770</th>
<th>D+ 699-670</th>
<th>F less than 600</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 969-930</td>
<td>B+ 899-870</td>
<td>C+ 799-770</td>
<td>D+ 699-670</td>
<td>F less than 600</td>
<td></td>
</tr>
<tr>
<td>A- 929-900</td>
<td>B- 829-800</td>
<td>C- 729-700</td>
<td>D- 629-600</td>
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</tbody>
</table>

**Total Assignment Point Values:**
- 275 = Discussion Posts (10 @ up to 20-35 points each)
- 375= Quizzes (22 @ up to 7-30 points each)
- 150 = Twitter Participation
- 25 = Webinar Participation
- 25 = Final Paper Proposal
- 150 = Final Paper
Assignments

Webinar Participation
During Spring 2017, we will meet for 7 LIVE WEBINARS (online meetings held via WebEx). These sessions are an opportunity for you to ask me questions and get live feedback. **YOU ARE REQUIRED TO ATTEND AND PARTICIPATE VIA THE CHAT INTERFACE IN AT LEAST ONE LIVE WEBINAR, and to attend or watch the recordings of the other six webinars.** It is strongly recommended that you attend & participate in as many live webinars as possible. (The more you participate and interact, the more you will get out of the experience, the better you will understand the material, and the more credit you will ultimately earn.)

- **See Course Schedule below for dates/times**, which vary in order to (hopefully) make it possible for everyone to participate live in at least one. **If you absolutely cannot attend any of the live sessions in person, please message me about an alternate assignment.**
- TO ATTEND IN PERSON, log on via the +WebEx heading on the left hand navbar on Canvas & CLICK JOIN
- TO WATCH RECORDINGS, also the +WebEx heading on Canvas & CLICK Event Recordings
- (See ASSIGNMENTS: ABOUT WEBINARS: Attendance & Participation on Canvas for more details)

Credit for attendance & participation in webinars will be earned as follows:
- **10 points** for attending at least one live webinar (credit for attending or watching other six webinars will be earned via discussion posts about these sessions)
- up to **15 points** for asking questions and participating in the chat interface during at least one live webinar

COME TO LIVE SESSIONS PREPARED WITH QUESTIONS ABOUT THE MATERIAL

Quizzes
Every week, you will have **1-3 Quizzes (22 total)** worth between **7-30 points** each. These are intended to draw your attention to & get you thinking critically about key ideas from each of the readings & videos. **Try not to think of these as “tests,” but rather as study guides.** There will not be a time limit, but there will be a deadline. Questions will be simple multiple choice, matching, true/false, or fill-in the blank.

- **See ASSIGNMENTS: Quizzes on Canvas.**

Discussion Forums
Almost every week, you will write discussion posts about the webinars and other materials and will be worth up to **10-35 points** each.

- (See READ ME: Discussion Forum Etiquette Guidelines & Discussion Rubric Details for more details.)

Twitter Participation
Twitter is an important source for popular & critical dialogue on current religious & political controversies. Therefore, following the course twitter account (including reading the links I post) & participating with your own tweets is required. **If you don’t use twitter already (or you prefer to keep your personal twitter account private) create a twitter account for the purposes of this course.**

Up to **150 points** toward your final grade will be earned by:

1) **Following @LeeGilmoreSJSU** by no later than FRI FEB 3 @ 12noon (5 points)

2) **General Twitter Participation:** posting more than two weekly tweets, and/or commenting, re-tweeting, or favoriting Prof Gilmore’s tweets. (up to 5 points. **NOTE:** This portion will NOT be calculated until the very end of the semester (after final papers are submitted).

- See

3) **Posting TWO weekly tweets**
- The first weekly tweet will draw on course readings & videos to briefly reflect on the most important &/or interesting thing learned this week (up to 5 points each).
- The second weekly tweet will share relevant articles & links from the Recommended Websites &/or Recommended Twitter Accounts (see Canvas) or other reliable media sources (up to 5 points each).
- DUE each Friday by noon.
- (See Assignments: Twitter Participation & Basic Twitter Participation on Canvas for more details.)

Final Papers
At the conclusion of our course, you will complete a **5-7 page paper on a contemporary religious & political controversy in the U.S., putting these issues in historical, cultural, & theoretical context and describing:**
- How religious & other identities intersect with & are shaped by these contexts.
- How historical & other ongoing religious & cultural processes produce diversity, equality, & structured inequalities.
- How social actions & constructive interactions have (or may) lead to greater equality & social justice.
- These papers will be **DUE by 10am on FRI MAY 19.** See Assignments: Final Essay on Canvas.
## RELS 162 (Sec. 02): Religion & Political Controversy in the U.S.  
### Spring 2017: Course Schedule

**ABOUT DUE DATES/DEADLINES:** This schedule is organized around my schedule, not necessarily yours. Figure out how to meet the weekly deadlines while also accommodating your other commitments by submitting assignments **AHEAD OF THE DUE BY DATES**, which are the last possible moment before I’ll start deducting late penalties (see **LATE POLICY** above), rather than the exact time I want you to turn things in. **WORK AHEAD** at your own pace. *All times are Pacific Time.*

<table>
<thead>
<tr>
<th>WEEK/ MODULE</th>
<th>DATES</th>
<th>SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTRODUCTION TO U.S. RELIGIOUS &amp; POLITICAL HISTORY</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 0            | THU JAN 26 - FRI JAN 27 | READ: Syllabus & all content from Front Page (Canvas)  
READ: "Our Method" (Harvard Religious Literacy Project)  
READ: "10 Things Every College Student Needs to Know About Religion"  
READ: "If We Don’t Teach Religion in Schools, Americans Will Never Understand the Rest of the World"  
WATCH: Green/Vlogbrothers, "On Religion, Redux" (youtube)  
WATCH: Religious Diversity: What is a…? (Harvard Religious Literacy Project)  
READ (EXTRA): Prothero, "Introduction to God is Not One" (pdf)  
READ (EXTRA): "10 Things I Wish Everyone Knew About the Bible" (Faith Street)  
READ (EXTRA): Some Definitions of & Statements About Religion  
**THUR JAN 26 WEBINAR (1): Live via WebEx @ 6:00 - 7:30pm** |
| 1            | MON JAN 30 - FRI FEB 3 | READ: Brekus, "Why do Americans Know So Little about the Religious History of the United States?" (Harvard Religious Literacy Project)  
READ: Lofton, "Trumping Reality" (Immanent Frame/Social Science Research Council)  
READ: Griffith, "Where Do We Go from Here?" (Religion & Politics)  
READ: Camacho, "Fascism Can't Be Stopped by Fact-Checking" (Christian Century)  
READ: Davis, "Fake or Real? How to Self-Check the News & Get the Facts" (NPR)  
READ: Kiely & Robertson, "How to Spot Fake News" (Factcheck.org)  
READ: Foreman, "What Is Driving the Rise of 'Fake News,' & News Literacy Lessons to Spot It" (News Literacy Project)  
READ: Ten Questions For Fake News Detection (News Literacy Project)  
READ: "Help! My News is Fake!" (SJSU Library)  
READ (EXTRA): Norwood, "2016 Year in Review: Religion and Politics" (Atlantic)  
READ (EXTRA): Bailey, "Here's what we think will be the major religion stories of 2017" (WaPo)  
READ (EXTRA): Gabriel & Luo, "A Born-Again Donald Trump? Believe It, Evangelical Leader Says" (NYT)  
READ (EXTRA): Mullen, "Just Another Sinner, Born Again: Claim that Donald Trump has come to Jesus follows a long pattern of redemption narratives among American evangelicals" (Atlantic)  
READ (EXTRA): Chideya, "Evangelicals, Once Skeptical Of Trump, Have Rallied To His Side" (538)  
**MON JAN 30: POST (1) Intro Discussion DUE by 10am  
WED FEB 1: QUIZ (1) Trumpism DUE by 10am  
FRI FEB 3: POST (2) Media Literacy Discussion by 10am  
FRI FEB 3: TWEETS (1) Weekly+BASIC Twitter Participation DUE by 12noon** |
READ: U.S. Religious Knowledge Survey: Quiz & Executive Summary  
READ: Manseau, "Thou Shalt Worship None of the Above" (NYT)  
READ: Drescher, "Back to the Future of Religion: Does Demographic Research Create the Religious ‘Reality’ it Describes?" (BTS Center)  
WATCH: How the U.S. Public Became Less Religious (Pew)  
READ (EXTRA): "American Values Atlas" (Public Religion Research Institute)  
READ (EXTRA): Pluralism Project Website  
**WED FEB 8: QUIZ (2) Pew Survey DUE by 10am**  
**FRI FEB 10: POST (3) Pew Discussion DUE by 10am**  
**FRI FEB 10 TWEETS (2) Weekly Twitter Participation DUE by 12noon** |
|---|---|---|
| 3 | MON FEB 13 - FRI FEB 17 | READ: Eck, “The First Argument: Establishment or Tolerance”  
(excerpt from A New Religious America, Ch2; pp36-41)  
READ: Declaration of Independence (1776)  
READ: "Virginia Bill for Establishing Religious Freedom" (1777)  
READ: U.S. Constitution: Main Articles (1789-1992) AND  
READ: Constitutional Amendments 1-27, 1791-1992)  
READ: "Rethinking the U.S. Constitutional Convention“ (Zinn Education Project)  
READ & WATCH: On the Different Branches of Christianity  
WATCH (EXTRA): Crash Course: U.S. Government  
WATCH (EXTRA): Rev. Billy First Amendment  
READ (EXTRA): Religion & Hamilton (Religion in American History Blog)  
READ (EXTRA): "The Revolutionary Spirituality of ‘Hamilton’“ (Relig.Dispatches)  
**WED FEB 15 QUIZ (3): U.S. Religion & Politics Basics DUE by 10am**  
**THU FEB 16 QUIZ (4): Eck/First Argument DUE by 10am**  
**FRI FEB 17 POST (4): Constitution Discussion DUE by 10am**  
**FRI FEB 17 TWEET (3) Weekly Twitter Participation DUE by 12noon**  
**FRI FEB 17: WEBINAR (2) Live via WebEx @ 4:00 - 5:30pm** |
| 4 | MON FEB 20 - FRI FEB 24 | READ: Eck, "From Many One: Beginning with Thanksgiving"  
(excerpt from A New Religious America, Ch2; pp32-36)  
READ: Harvey, "The Brutality of the American Eden" (Religion Dispatches)  
READ: Manseau, "5 Things Everyone Should Know About America’s Religious History: Why we Need to Retell the American Story” (Faith Street)  
READ: Manseau, "The Muslims of Early America" (NYT Op Ed)  
WATCH: PBS, "God in America“ (Part 1)  
WATCH: PBS, "God in America“ (Part 2)  
READ (EXTRA): Jefferson’s Bible & Jefferson’s Letter to the Danbury Baptists  
READ (EXTRA): Manseau, "America is Not a ‘Christian’ Nation" (FoxNews)  
READ (EXTRA): Manseau, "What Happened to America’s First Muslims?" (HuffPo)  
WATCH (EXTRA): "We Shall Remain: After the Mayflower" (PBS)  
WATCH (EXTRA): "The Pilgrims” (PBS)  
**WED FEB 22: QUIZ (5) PBS 1 DUE by 10am**  
**WED FEB 22: QUIZ (6) PBS 2 DUE by 12noon**  
**THU FEB 23: QUIZ (7) Eck, Harvey, & Manseau DUE by 10am**  
**FRI FEB 24: TWEET (4) Weekly Twitter Participation DUE by 12noon** |
| 5 | MON FEB 27 - FRI MAR 3 | READ: Eck, "A Christian America? Exclusivism, Assimilation, Pluralism" (excerpt from *A New Religious America*, Ch2; pp41-77)  
WATCH: PBS, "God in America: A Nation Reborn" (Part 3)  
WATCH: PBS, "God in America: A New Light" (Part 4)  
WATCH (EXTRA): *The Mormons* (PBS Frontline/American Experience)  
MON FEB 27: POST (5) Webinar 2 Discussion DUE by 10am  
WED MAR 1: QUIZ (8) PBS 3 DUE by 10am  
WED MAR 1: QUIZ (9) PBS 4 DUE by 12noon  
THU MAR 2: QUIZ (10) Eck/Pluralism by 10am  
FRI MAR 3: TWEET (5) Weekly Twitter Participation DUE by 12noon |
| 6 | MON MAR 6 - FRI MAR 10 | READ/LISTEN: Kruse/Gross, "How 'One Nation' Didn't Become 'Under God' Until The '50s Religious Revival" (NPR)  
READ: Kruse, "The Invention of Corporate Christian America" (Relig. Dispatches)  
READ: Balmer, "The Real Origins of the Religious Right" (Politico)  
WATCH: PBS, "God in America: Soul of a Nation" (Part 5)  
WATCH: PBS, "God in America: Of God & Caesar" (Part 6)  
READ (EXTRA): "A Forum on Kevin Kruse’s One Nation Under God: How Corporate American Invented Christian America" (Marginalia)  
READ (EXTRA): Balmer, "Trump’s success with evangelical voters isn’t surprising. It was inevitable" (WaPo)  
WED MAR 8: QUIZ (11) PBS 5 DUE by 10am  
WED MAR 8 QUIZ (12) PBS 6 DUE by 12noon  
THU MAR 9: QUIZ (13) 20th Century Religion & Politics DUE by 10am  
FRI MAR 10: WEBINAR (3) Live Via WebEx @ 12:00 - 1:30 pm  
FRI MAR 10: TWEET (6) Weekly Twitter Participation DUE by 12noon |
| 7 | MON MAR 13 - FRI MAR 17 | READ: PBS, "God in America: People Page"  
READ: Mellowes, "PBS God in America: The Black Church"  
READ: The Shifting Religious Identity of Latinos in the United States, 2014 (Pew)  
READ: Asian Americans: A Mosaic of Faiths, 2012 (Pew)  
WATCH: "How the Republican Party went from Lincoln to Trump" (Vox)  
WATCH: "From White Supremacy to Barack Obama: The History of the Democratic Party" (Vox)  
WATCH: "Authoritarianism: The Political Science that Explains Trump" (Vox)  
READ (EXTRA): Civil Rights (Encyclopedia of Religion & Society)  
WATCH (EXTRA): Obama’s Eulogy for Rev. Clementa Pinkney (June 26, 2015)  
WATCH (EXTRA): Angela Davis on Birmingham Church Bombing  
WATCH (EXTRA): "Systemic Racism: Is That a Thing?" (race forward)  
THU MAR 16: QUIZ (14) American Religious Diversity DUE by 10am  
FRI MAR 17: TWEET (7) Weekly Twitter Participation DUE by 12noon |
| 8 | MON MAR 20 - FRI MAR 24 | READ: Prothero, "Islam" (excerpt from *God is Not One*)  
READ: Eck, "African American Islam" (excerpt from *A New Religious America*, Ch5; pp251-265)  
READ: Juergensmeyer, "Is ISIS Islamic?" (October 2014, The Globalist)  
WATCH: "Islam, the Quran, & the Five Pillars All Without a Flamewar" (Crash Course)  
WATCH: "Islam & Politics" (Crash Course) |
<table>
<thead>
<tr>
<th>Date range</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| MON MAR 20 - FRI MAR 24 (cont.) | **LISTEN (EXTRA):** "Islam: The Way of Submission" (Prothero)  
**READ (EXTRA):** "10 Things I Wish Everyone Knew About Islam" (OnFaith)  
**READ (EXTRA):** "Islam" (Harvard Religious Literacy Project)  
**READ (EXTRA):** Juergensmeyer, "Why Isis War Would Make Paris Attacks a Success" (Nov. 2015, Religion Dispatches)  
**READ (EXTRA):** Juergensmeyer, "Orlando Massacre and Isis: The Illusion of Power" (Religion Dispatches)  
**READ (EXTRA):** Michaelson, "If Omar Mateen Was Gay, It Makes His LGBT Nightclub Attack More Homophobic" (Daily Beast)  
**READ (EXTRA):** "Reza Aslan on What the New Atheists Get Wrong About Islam"  
**WATCH (EXTRA):** "Reza Aslan Slams Bill Maher for Facile Arguments About Muslim Violence"  
**WATCH (EXTRA):** "Conflict in Israel & Palestine" (Crash Course)  
**WATCH (EXTRA):** "Inside Mecca" (National Geographic)  
**WATCH (EXTRA):** The Rise of ISIS (PBS Frontline, Oct 2014) |
| MON MAR 27 - FRI MAR 31 | **SPRING BREAK** |
| MON APR 3 - FRI APR 7 | **READ:** Springs, "Civil Religion" (excerpt from Religion & Culture, pp29-46)  
**READ:** Dew, "Trump’s Inaugural Address Gets An “F” In American Civil Religion" (Religion Dispatches)  
**READ:** Establishment Clause Overview (First Amendment Center)  
**READ:** Free-Exercise Clause Overview (First Amendment Center)  
**READ:** Heath, "How to Determine If Your Religious Liberty Is Being Threatened in Just 10 Quick Questions"  
**READ:** Russell-Kraft, "'Freedom' vs. 'Liberty': Why Religious Conservatives Have Begun to Favor One Over the Other" (Religion Dispatches)  
**READ (EXTRA):** "Civil Religion" from Encyclopedia of Religion & Society  
**READ (EXTRA):** Bellah, "Civil Religion in America"  
**READ (EXTRA):** Barack Obama’s First Inaugural Address (January 20, 2009)  
**READ (EXTRA):** "Donald Trump’s Full Inauguration Speech (transcript, annotated" (WaPo)  
**READ (EXTRA):** "Free Exercise of Religion: Rise of the Compelling State Interest Test" (UMKC)  
**READ (EXTRA):** "Free Exercise of Religion: Narrowing of the Test" (UMKC)  
**MON APR 3: POST (7) Webinar 4 Discussion DUE by 10am**  
**WED APR 5 QUIZ (16): Civil Religion DUE by 10am**  
**THUR APR 6: QUIZ (17) Intro to Religion Clauses DUE by 10am**  
**FRI APR 7: TWEET (9) Weekly Twitter Participation DUE by 12noon**
|   | MON APR 10 - FRI APR 14 | READ: School Prayer (First Amendment Center)  
READ: McCollum v. Board of Education (First Amendment Center)  
READ: Teaching About Religion (First Amendment Center)  
READ: Pledge of Allegiance (First Amendment Center)  
READ: Ten Commandments, Other Displays & Mottos (First Amendment Center)  
READ: Religious Displays and the Courts (Pew)  
READ: Supreme Court Revisits Legislative Prayer in Greece v. Galloway (Pew)  
READ: Posner, "Supreme Court Rules Sectarian Legislative Prayer Constitutional" (Religion Dispatches)  
READ (EXTRA): “Teaching About Religion: Guidelines for K-12 Public Schools” (American Academy of Religion)  
READ (EXTRA): One Nation Under God? A Constitutional Question (Pew)  
READ (EXTRA): Kruse, "Pledging Allegiance" (Talking Points Memo)  
READ (EXTRA): Newdow, FFRF challenge 'In God We Trust' (FFRF)  
WATCH (EXTRA): The Lord is Not on Trial Here Today (PBS)  
READ (EXTRA): Religious Holidays (First Amendment Center)  
|   |   | MON APR 10: FINAL PAPER START DUE by 10am  
TUE APR 11: WEBINAR (5) Live Via WebEx @ 6:00-7:30 pm  
WED APR 12: QUIZ (18) Establishment Clause: Schools DUE by 10am  
THUR APR 13: QUIZ (19) Establishment Clause: Civic Space DUE by 10am  
FRI APR 14: TWEET (10) Weekly Twitter Participation DUE by 12noon  
|   | MON APR 17 - FRI APR 21 | READ: Evolution Resources: Science & Religion (National Academies)  
READ: Evolution & Creation (First Amendment Center)  
READ: From Darwin to Dover: An Overview of Important Cases in the Evolution Debate (Pew)  
READ: The Social & Legal Dimensions of the Evolution Debate in the U.S. (Pew)  
READ (EXTRA): Lehmann, “10 Things I Wish Everyone Knew About the Creation vs. Evolution Debate  
READ (EXTRA): About the Church of the Flying Spaghetti Monster  
WATCH (EXTRA): Intelligent Design on Trial (PBS)  
WATCH (EXTRA): More Evolution & Science Resources  
|   |   | MON APR 17: POST (8) Webinar 5 Discussion DUE by 10am  
WED APR 19: QUIZ (20) Estab. Clause: Creationism & Evolution DUE by 10am  
FRI APR 21: TWEET (11) Weekly Twitter Participation DUE by 12noon  
|   | MON APR 24 - FRI APR 28 | READ: "A Delicate Balance: The Free Exercise Clause the Supreme Court" (Pew)  
READ: The Supreme Court Ended Prop. 8: Here’s What That Means (WaPo)  
READ: Court Strikes Down DOMA but Leaves Fate of Prop. 8 Uncertain, (Pew)  
READ: "5 Facts About Same-Sex Marriage" (Pew2015)  
READ (EXTRA): "The Battle Over Same-Sex Marriage: Bush's stance led Newsom to take action" (SFGate 2004)  
READ (EXTRA): "Schwarzenegger decides against defending Prop. 8 in federal court“ (LA Times 2009)  
READ (EXTRA): "Supreme Court rules gay couples nationwide have a right to marry” (WaPo 2015)  
READ (EXTRA): Denniston, "Opinion analysis: Marriage now open to same-sex couples” (SCOTUSBlog 2015)  
READ (EXTRA): “Obergefell v. Hodges” (SCOTUS 2015)  
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| MON APR 24 - FRI APR 28 (cont.) | WED APR 26: QUIZ (21) Free Exercise Clause  DUE by 10am  
WED APR 26: WEBINAR (6) Live Via WebEx @ 12:00-1:30 pm  
FRI APR 28: POST (9): Mapping Religion in Your Backyard DUE by 10am  
FRI APR 28: TWEET (12) Weekly Twitter Participation  DUE by 12noon |
| 13         | MON MAY 1 - FRI MAY 5  
READ: "A History of Key Abortion Rulings of the U.S. Supreme Court" (Pew)  
READ: Friedman, "10 Things You Need to Know to Really Understand RFRA in Indiana and Arkansas" (WaPo)  
READ: "The Supreme Court's Decision in Gonzales v. O Centro Espirita" (Pew)  
READ: (More TBD)  
MON MAY 1 POST (10): Webinar 6 Discussion  DUE by 10am  
WED MAY 3: QUIZ (22) Religious Freedom & Choice  DUE by 10am  
FRI MAY 5: TWEET (13) Weekly Twitter Participation  DUE by 12noon |
| 14         | MON MAY 8 - FRI MAY 12  
READ: TBD  
MON MAY 8: WEBINAR (7) Live Via WebEx @ 6:00 - 7:30 pm  
FRI MAY 12 POST (11): Webinar 7 Discussion  DUE by 10am  
FRI MAY 12: TWEET (14) Weekly Twitter Participation  DUE by 12noon |
| 15         | MON MAY 15 - FRI MAY 19  
FRI MAY 19: FINAL ESSAY DUE by 10am  
• INSTRUCTION ENDS: TUE MAY 16  
• GRADES DUE: TUE MAY 30 |