

San José State University, Humanities Department, Religious Studies Program
RELS 162: Religion & Political Controversy in the U.S. (Summer 2014)

Instructor:	Lee Gilmore
Online Meetings:	VIA WEBEX EVERY MONDAY @ 11 am - 1:00 pm <ul style="list-style-type: none"> • SEE COURSE SCHEDULE FOR SPECIFIC DATES • also available for one-on-one conferences by appointment • see <i>Assignments: Online Meetings</i> for more details
Virtual Classroom:	https://sjsu.instructure.com
Instructor Email:	lee.gilmore@sjsu.edu
Instructor Website:	http://www.sjsu.edu/people/lee.gilmore
Instructor Skype, Facebook, & Twitter	IN ADDITION TO EMAIL & CANVAS MESSAGING, YOU CAN ALSO FIND ME AT: <ul style="list-style-type: none"> • https://www.facebook.com/pages/ProfGilmore/115968481846995 • https://twitter.com/qibitum • skype: qibitum
Prerequisites:	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.
GE/SJSU Studies Category:	Area "S" - Self, Society and Equality in the United States

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 — through written assignments & interactive discussions — how religious, gender, ethnic, racial, sexual, and class identities have been shaped by the history of America's diverse & dynamic religio-cultural landscape.

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

Students will interrogate the historical & cultural contexts of contemporary religious & political controversies in order to think critically about the historical, social, and political processes that have produced 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 diverse religious perspectives on gender & sexuality, race & ethnicity, science, economic issues, and populism in historical context — giving particular attention to minority and dissenting points of view within the broader American religious narrative — in order to identify & describe social actions that have led to greater equality & social justice in the U.S.

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

Students will examine the historical & contemporary controversies surrounding the intersections of religion & politics in U.S. history in order to recognize & appreciate constructive interactions between people from different cultural, racial, ethnic and religious groups.

Readings & Other Required Media

Required Textbook

AVAILABLE FROM SPARTAN BOOKSTORE:

Fowler, Robert Booth, et al., *Religion and Politics in America: Faith Culture, and Strategic Choices*; **Fifth Edition**.
Boulder, CO: Westview Press, 2014. Paperback: ISBN 978-0-8133-4851-3; e-book: ISBN 978-0-8133-4852-0

Other Required Readings & Videos

AVAILABLE VIA THE CANVAS SITE: See *Course Schedule* below for details.

Recommended Media/Religion/Politics Websites:

Religion Dispatches: <http://www.religiondispatches.org>

Religion Clause Blog: <http://religionclause.blogspot.com>

USC's Media & Religion Blog: <http://www.trans-missions.org>

Pew Research, Forum on Religion & Public Life: <http://www.pewforum.org>

Religion & Politics Journal: <http://religionandpolitics.org/>

Mercury News: Faith: <http://www.mercurynews.com/faith>

LA Times: Religion: <http://www.latimes.com/local/religion>

Washington Post: Religion: <http://www.washingtonpost.com/national/religion/>

CNN Belief Blog: <http://religion.blogs.cnn.com>

NYTimes: Religion & Belief: http://topics.nytimes.com/top/reference/timestopics/subjects/r/religion_and_belief/index.html

Patheos: <http://www.patheos.com>

Students will also need to follow the ProfGilmore facebook page &/or twitter feed in order to receive timely content from these & other media sources:

- <https://www.facebook.com/pages/ProfGilmore/115968481846995>
- <https://twitter.com/qibitum>

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 a minimum of 8-12 hours per week. You are expected log in to our course a (bare) minimum of TWICE per week & logging in every day is highly recommended. You will use this time to:
 - Complete the readings made available online
 - Watch required videos
 - Complete required quizzes & participate in discussion forums
 - Write required essays
 - Attend online meetings

Some specific websites &/or software that you will be required to access include:

- Canvas (login w/student ID: sjsu.instructure.com)
- WebEx (login via invites instructor will send)
- Facebook &/or Twitter (see above)
- YouTube (youtube.com) & other streaming videos via SJSU Library

System Requirements & Technical Support:

It is strongly recommended that your computer be running the most recent available operating system & other software.

- Canvas Student Resources:
 - http://www.sjsu.edu/at/ec/canvas/student_resources/index.html
- IT Help for Students:
 - <http://its.sjsu.edu/support/student-support/index.html>
- See Canvas Technical Requirements:
 - <http://www.sjsu.edu/at/ec/docs/Canvas%20Technical%20Requirements.pdf>
- See WebEx System Requirements:
 - <https://support.webex.com/MyAccountWeb/systemRequirement.do?root=Tools&parent=System>

Basic Policies & Requirements

Homework Policies

You are expected to complete weekly assignments & submit all papers by the posted deadlines. Late work *may* be accepted, BUT points will be deducted for *each day* (including weekends) that it is late. **Put all deadlines & due dates in your own calendar. I also reserve the right to refuse to accept a late paper, at my own discretion.** *WARNING: do not abuse this policy.* One late paper in the case of an emergency may be understandable, but if you make a regular habit of submitting late papers it will *dramatically* reduce your final grade. Once the assignment is worth only half the points initially available (i.e. a failing grade), it will no longer be accepted.

- All formal papers should be TYPED, DOUBLE-SPACED, USING 12-POINT TYPE, WITH 1-INCH MARGINS & saved/submitted as .doc, .docx, or .pdf files.
- UPLOAD ALL WORK THROUGH CANVAS. I DO NOT ACCEPT ASSIGNMENTS VIA EMAIL.
- **ALSO, READ: Criteria and Guidelines for Written Assignments & Professor's Pet Peeves (on Canvas Site)**

About Plagiarism

Plagiarism means COPYING MATERIAL FROM ANY SOURCE WITHOUT GIVING FULL BIBLIOGRAPHIC CITATION, handing in 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 writing as your own is a serious academic offense and may 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.**

Dropping and Adding

You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. For *Summer 2014* session, the deadlines can be found at: <http://www.sjsu.edu/summer/calendar/>.

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 and 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 discussion posts &/or online meetings, or if you are distracted or multitasking during online meetings, videos, and 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, cultural, or other commitments, but rather to train you to **think critically about religion, politics, and culture (including your own, as well as others' points of view).**

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.

Grading Policies

Final Grade Scale (100% = 1000 points)

A+	1000-970	B+	899-870	C+	799-770	D+	699-670	F	less than 600
A	969-930	B	869-830	C	769-730	D	669-630		
A-	929-900	B-	829-800	C-	729-700	D-	629-600		

Assignments

Assignment Percentages/Points:

- 6% General Participation (up to 60 points)
- 10% Online Meetings (5 @ up to 20 points each)
- 24% Discussion Posts (4 @ up to 60 points each)
- 45% Quizzes (15 @ up to 30 points each)
- 15% Final Project (up to 150 points)

General Participation

This portion of your grade will be based on my assessment of your overall participation. I will be specifically looking for: **1)** Participation on the ProfGilmore facebook page &/or twitter feed (*you automatically get 10 points just for following one of these*, more for commenting, liking, or retweeting from time to time); **2)** Substantive interaction with me in other ways, such as email, skype, or webex; **3)** Engaged & timely participation in our written discussion forums, including evidence that you are keeping up with our weekly reading schedule & thinking critically about the material; **4)** Timely completion of all essays & research papers;

Online Meetings

Participation in **FIVE (5) ONLINE MEETINGS (held every week via WebEx) is required**. We may not use the entire 2 hours each time, but you should schedule that full block of time, just in case. Attendance & participation at each session will be worth **up to 20 points** toward your grade. (See Course Schedule for specific dates/times.)

All WebEx meetings will be recorded, so that if you absolutely CANNOT attend a meeting in person, you may WATCH any WebEx meetings that you are unable to attend in person. However, the more you participate & interact, the more you will get out of the experience, and the more credit you will earn.

After viewing these either in person or by watching the recordings, **you must submit a short 2-4 sentence statement** (via Canvas) after the meeting about what was the most interesting (or helpful) thing you heard in that session. These will be DUE within 2 days after the meeting.

Quizzes

Several times a week, you will need to complete quizzes based on our readings &/or required videos. These are intended to draw your attention to key points from each of the readings & videos. Try not to think of these as "tests," but rather as study guides. Some questions will be simple multiple choice, matching, true/false, or fill-in the blank, while others may take the form of short answer questions. (See Course Schedule below for specific DUE dates/times.)

Discussion Posts

Every week, you will respond in writing to short prompts posted in the Discussion Forums. *Like the Quizzes, these are intended to get you to get you to identify & think critically about the ideas & events in the readings & videos.* I will also want to see evidence that you read the material posted to facebook &/or twitter.

- See Course Schedule below for specific DUE dates/times.
- **NOTE:** You can earn **TWO POINTS** of extra credit for completing the Discussion Posts at least 48 HOURS ahead of the deadline, and **ONE POINT** of extra credit for completing them at least 24 HOURS ahead of the deadline.

Final Project

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 integrate the breadth of material studied in this course in order to demonstrate your accurate understanding of the material studied, accurately describe multiple perspectives on the issue, and also think analytically, critically, and independently about the intersection of religion and politics. They will also incorporate material from the Professor's recommended websites and facebook/twitter posts. More specific directions will be posted to Canvas. These essays will be DUE ON THURS, JULY 3.

**RELS 162: Religion & Political Controversy in the U.S.
Summer 2014: Course Schedule**

*This schedule is subject to change with fair notice. Any changes will be announced and posted to the course site.
All times are Pacific Time.*

MODULE	DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
WEEK 1: INTRODUCTION TO U.S. RELIGIOUS & POLITICAL HISTORY		
1.1	MON JUNE 2	<p>WATCH THIS WEEK: <i>PBS, God in America</i> (Parts 1 & 2) http://www.pbs.org/godinamerica/view</p> <p>READ: <i>Syllabus & Other Basic Course Docs</i></p> <p>TODAY @ 11 am-1 pm: ONLINE MEETING (1)</p>
1.2	TUE JUNE 3	<p>READ: <i>Declaration of Independence (1776)</i> READ: <i>U.S. Constitution (1789-1992)</i> READ: <i>Bill of Rights (Amendments 1-10, 1791)</i> READ: <i>Other Amendments (1795-1992)</i> WATCH: <i>World Religions: Quick Overview</i> WATCH: <i>Religious Truth Claims</i></p> <p><u>DUE TODAY by 10 am — Quiz (1): Intro</u></p>
1.3	WED JUNE 4	<p>READ: Chap 1, "Religion & Political Culture in America: The Historical Legacy"</p> <p><u>DUE TODAY by 10 am — Quiz (2): Chap 1</u></p>
1.4	THUR JUNE 5	<p>READ: Chap 2, "Christianity & Its Major Branches" READ: Chap 3, "Judaism, Islam, & Other Expressions of Religious Pluralism"</p> <p><u>DUE TODAY by 10 am — Quiz (3): Chap 2</u> <u>DUE TODAY by 10 am — Quiz (4): Chap 3</u> <u>DUE TODAY by 10 am — Discussion Post (1)</u></p>
WEEK 2: THEORIES OF U.S. RELIGIOUS & POLITICAL HISTORY		
2.1	MON JUNE 9	<p>WATCH THIS WEEK: <i>PBS, God in America</i> (Parts 3 & 4) http://www.pbs.org/godinamerica/</p> <p>READ: Chap 4, "Voting & Religion in American Politics" READ: Chap 6, "Religion & Political & Cultural Elites" (pp. 159-165 only)</p> <p><u>DUE TODAY by 10 am — Quiz (5): PBS 1+2</u> <u>DUE TODAY by 10 am — Quiz (6): Chap 4 + Chap 6</u> <u>TODAY @ 11 am - 1 pm: ONLINE MEETING (2)</u></p>
2.2	TUE JUNE 10	<p>READ: Chap 12, "Theories of Religion, Culture, and American Politics"</p> <p><u>DUE TODAY by 10 am — Quiz (7): Chap 12</u></p>

2.3	WED JUNE 11	<p>READ: McGraw, "Introduction to America's Sacred Ground" From <i>Taking Religious Pluralism Seriously</i> (2005)</p> <p><u>DUE TODAY by 10 am</u> — Quiz (8): McGraw</p>
2.4	THUR JUNE 12	<p>READ: Bellah, "Civil Religion in America" READ: Barack Obama's Inaugural Address (January 20, 2009)</p> <p><u>DUE TODAY by 10 am</u>: Discussion Post (2)</p>
WEEK 3: U.S. RELIGIOUS & POLITICAL FRAMEWORKS		
3.1	MON JUNE 16	<p>WATCH THIS WEEK: <i>PBS, God in America</i> (Parts 5 & 6) http://www.pbs.org/godinamerica/</p> <p><u>DUE TODAY by 10 am</u>: Quiz (9): PBS 3+4</p> <p><u>TODAY @ 11 am - 1 pm</u>: ONLINE MEETING (3)</p>
3.2	TUE JUNE 17	<p>READ: Chap 7, "Religion, Civil Society, & Political Culture"</p> <p><u>DUE TODAY by 10 am</u> — Quiz (10): Chap 7</p>
3.3	WED JUNE 18	<p>READ: Chap 8, "Religious Politics & the Legal System"</p> <p><u>DUE TODAY by 10 am</u> — Quiz (11): Chap 8</p>
3.4	THUR JUNE 19	<p>READ: Chap 9, "Church and State in the Courts"</p> <p><u>DUE TODAY by 10 am</u> — Quiz (12): Chap 9 <u>DUE TODAY by 10 am</u> — Discussion Post (3)</p>
WEEK 4: ETHNICITY & GENDER IN U.S. RELIGION & POLITICS		
4.1	MON JUNE 23	<p><u>TODAY @ 11 am - 1 pm</u>: ONLINE MEETING (4)</p> <p><u>DUE TODAY by 10 am</u> — Quiz (13): PBS 5+6</p>
4.2	TUE JUNE 24	<p>READ: Chap 10, "Latino & African American Religion & Politics" READ: Pew Research, "Asian Americans: A Mosaic of Faiths" READ: McIntosh, "White Privilege: Unpacking the Invisible Knapsack"</p> <p><u>DUE TODAY by 10am</u> — Quiz (14): Chap 10</p>

4.3	WED JUNE 25	READ: Chap 11, "Gender, Religion, and Politics" <u>DUE TODAY by 10am — Quiz (15): Chap 11</u>
4.4	THUR JUNE 26	<u>DEADLINE: Discussion Post (4) DUE by 10:00 am</u>
WEEK 5: FINAL PROJECT WEEK		
5.1	MON JUNE 30	<u>MON JUNE 30: ONLINE MEETING (5) @ 12:00 noon-2:00 pm</u>
5.2	THUR JULY 3	<u>THUR JULY 3: FINAL ESSAY DUE by 11:59 pm</u>

University Policies

Academic Integrity

Students are expected to be familiar with the University's Academic Integrity Policy. Please review this at <http://www.sjsu.edu/studentconduct>. "Your own commitment to learning, as evidenced by your enrollment at San Jose State University & the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical development."

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. "If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors."

Campus Policy in Compliance w/American Disabilities Act:

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Special accommodations for exams require ample notice to the testing office & must be submitted to instructor well in advance of exam date.

Student Technology Resources:

Computer labs for student use are available in the new Academic Success Center located on the 1st floor of Clark Hall & on the 2nd floor of the Student Union. Additional labs may be available in your dept./college. Computers are also available in the Martin Luther King Library.

Student Technology Resources (cont.):

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, screens and monitors.

Learning Assistance Resource Center:

The Learning Assistance Resource Center is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation & basic skills development. The Learning Assistance Resource Center is located in Room 600 in the Student Services Center.

SJSU Writing Center:

The SJSU Writing Center is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers.

SJSU Policy Concerning the Definition of the Credit Hour:

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/ studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.