San José State University, Humanities Department, Religious Studies Program


<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Lee Gilmore</th>
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<tbody>
<tr>
<td>Email:</td>
<td><a href="mailto:lee.gilmore@sjsu.edu">lee.gilmore@sjsu.edu</a></td>
</tr>
<tr>
<td>Office Hours:</td>
<td>By appointment via Skype (username: qibitum)</td>
</tr>
<tr>
<td>Webinar Meetings:</td>
<td>Online meetings 3x each week via WebEx. See Course Schedule for specific dates &amp; times. See Assignments: Webinars &amp; Discussion Forums for more details.</td>
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<tr>
<td>Virtual Classroom:</td>
<td>• <a href="https://sjsu.instructure.com/courses/1182106">https://sjsu.instructure.com/courses/1182106</a></td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Completion of Core GE Requirements; WST passed; 100W completed or concurrent enrollment; upper division standing (60 units)</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 ONLY. See Online Learning Requirements for more details.</td>
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</tbody>
</table>
| Faculty Web Page, Facebook & Twitter: | • http://www.sjsu.edu/people/lee.gilmore  
  • https://www.facebook.com/pages/ProfGilmore/115968481846995  
  • https://twitter.com/LeeGilmoreSJSU |

**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 have access to an internet-enabled computer (or table) a minimum of 20-40 hours per week. During this intensive Winter session, you are expected log in to our course DAILY. You will use this time to:

• Complete the readings made available online
• Complete required quizzes & participate in discussion forums
• Write required essays
• Watch required videos
• Attend (or watch) online meetings/webinars

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)
• Twitter (see below)
• YouTube (youtube.com) & other streaming videos via SJSU Library

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:
  • 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

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:

• I strongly recommend that you read the Canvas Student Quick Start Guide: http://guides.instructure.com/m/8470
• You can also access an extensive & searchable Canvas Student Guide: http://guides.instructure.com/m/4212
• Additional resources & help docs can be found via the SJSU e-Campus: http://www.sjsu.edu/at/ec/
• If those links don’t fully address your needs, you can submit an iSupport ticket: https://isupport.sjsu.edu/ecampus.

Basic Policies & Requirements

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; -2 points per day for Discussion Posts & Twitter participation; -5 points per hour 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 a day 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 may no longer be accepted. I reserve the right to refuse to accept exceptionally late assignments, at my own discretion.
Basic Policies & Requirements (cont.)

Dropping and Adding
You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. For the Winter 2016 session, the deadlines can be found at: http://www.sjsu.edu/winter/academic/calendar/.

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 Mandatory Online Meetings (on Canvas)
• READ: Discussion Forum Etiquette Guidelines (on Canvas)

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.

Final Grade Scale & Total Assignment Point Values

Final Grade Scale (100% = 1000 points)

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<tr>
<th>Grade</th>
<th>Points</th>
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<tr>
<td>A+</td>
<td>1000-970</td>
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<tr>
<td>A</td>
<td>969-930</td>
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<tr>
<td>A-</td>
<td>929-900</td>
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<tr>
<td>B+</td>
<td>899-870</td>
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<tr>
<td>B</td>
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<td>799-770</td>
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<td>C</td>
<td>769-730</td>
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<tr>
<td>C-</td>
<td>729-700</td>
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<tr>
<td>D+</td>
<td>699-670</td>
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<td>D</td>
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<td>D-</td>
<td>629-600</td>
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<td>less than 600</td>
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Total Assignment Point Values:
• 225 = Webinar Discussion Posts (9 @ up to 25 points each)
• 125 = Other Discussions (3 @ up to 35-55 points each)
• 75 = Twitter Participation + Weekly Tweets
• 425 = Quizzes (19 @ up to 15-35 points each)
• 150 = Final Paper
Assignments

Webinars/Online Meetings & Webinar Discussion Posts
During Winter 2016, we will meet three times a week for 9 LIVE WEBINARS (online meetings held via WebEx. See Course Schedule for specific dates/times). It is strongly recommended that you arrange your schedule so that you can attend & participate in real time. TO ATTEND IN PERSON log-in via the email invites you will receive.

However, if you absolutely CANNOT attend a webinar in person, all WebEx meetings will be recorded and available to watch after the session. You may also attend only part of the meeting in person if that’s all your schedule allows, and then watch the recording of the portions you missed after the fact. The more you participate and interact, the more you will get out of the experience, and the more credit you will ultimately earn.

Attending (&/or watching) and commenting after each session will be worth up to 25 points each:
• 5 points for attending or watching
• up to 15 points for completing a Webinar Discussion Post after the meeting; DUE by NOON the following day
• up to 5 points for participating in chat in the live meeting OR for commenting on another student's post
• See Assignments: Webinars & Webinar Discussions & About Webinars/Online Meetings on Canvas for details.

Other Discussion Posts
There will be three other topics that you will research & write about in the Discussion Forums, which will be worth between 35-55 points each.
1) Pew Discussion DUE by WED JAN 6 @ 10am
2) PBS God in America: Who’s Missing? DUE by WED JAN 13 @ 10am
3) Mapping Religion in Your Backyard DUE by MON JAN 18 @ 10am
   • See Discussions (or Modules) on Canvas for details.

Twitter Participation
Up to 75 points toward your final grade will be based on participating with your professor & fellow classmates on twitter, which can be an important source for popular & critical dialogue on religion & political controversies. 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. Points will be earned by:
1) Following @LeeGilmoreSJSU by no later than FRI JAN 8 @ 10am (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 10 points. NOTE: This portion will NOT be calculated until the very end of the semester (after final papers are submitted).
   • See Assignments: Basic Twitter Participation for more details.
3) Posting TWO weekly tweets (use our course hashtag: #rels162)
   • One weekly tweet will draw on course readings & videos to briefly reflect on the most important &/or interesting thing learned this week (up to 10 points each).
   • One weekly tweet will share relevant links from the Recommended Websites &/or Recommended Twitter Accounts (Canvas) or other reliable media sources (up to 10 points each).
   • DUE each Friday. See Assignments: Twitter Participation on Canvas.

Quizzes
There will be 19 Quizzes worth 15-35 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.

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 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 ON SAT JAN 23. See Assignments: Final Essay on Canvas.
# RELS 162: Religion & Political Controversy in the U.S.
## WINTER 2016: 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.

<table>
<thead>
<tr>
<th>MODULE</th>
<th>DATES</th>
<th>SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES</th>
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</thead>
</table>
| WEEK ONE: INTRODUCTION TO U.S. RELIGION & POLITICS

### WEEK ONE:

#### MON JAN 4
- READ: Syllabus & all content from Front Page (Canvas)
- READ: “10 Things Every College Student Needs to Know About Religion”
- READ: “10 Things I Wish Everyone Knew About the Bible”
- READ: "If We Don't Teach Religion in Schools, Americans Will Never Understand the Rest of the World"
- READ: Harvard Divinity School, Religious Literacy Project, "Our Method"
- WATCH: John Green/Vlogbrothers, "On Religion (Redux)"
- READ (EXTRA): Brekus, "Why do Americans Know So Little about the Religious History of the U.S.?" (Harvard Religious Literacy Project)
- READ (EXTRA): Some Definitions of & Statements About Religion
- WATCH (EXTRA): World Religions: Quick Overview (Online Video Lecture)

**WEBINAR (1): Live via WebEx @ 1-3pm**

#### TUE JAN 5
- 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?"
- READ + WATCH: On the Different Branches of Christianity & the Impact of the Protestant Reformation

- READ (EXTRA): "American Values Atlas" (Public Religion Research Institute)
- READ (EXTRA): Pluralism Project Website

**POST (1): Webinar 1 Discussion + Intro DUE by 10am**
**QUIZ (1): Pew Survey DUE by 12noon**

#### WED JAN 6
- READ: Declaration of Independence (1776)
- READ: U.S. Constitution: Main Articles (1789-1992)
- READ: Constitutional Amendments 1-27, 1791-1992)
- READ: Eck, "The First Argument: Establishment or Tolerance" (excerpt from A New Religious America, Ch2: pp36-41)
- READ: Zinn Education Project, "Rethinking the U.S. Constitutional Convention"

**WATCH (EXTRA): “Crash Course” on U.S. Government**
**WATCH (EXTRA): Rev Billy First Amendment**

**POST (2): Pew Discussion DUE by 10am**
**QUIZ (2): Intro to Religion & Politics DUE by 11am**
**QUIZ (3): Eck/First Argument DUE by 12pm**
**WEBINAR (2): Live via WebEx @ 1-3pm [webinar notes 2+3]**
|   | THUR JAN 7 | READ: Harvey, "The Brutality of the American Eden" (Religion Dispatches)  
|   |           | WATCH: PBS, "God in America: A New Adam" (Part 1)  
|   |           | WATCH: PBS, "God in America: A New Eden" (Part 2)  
|   |           | READ (EXTRA): The Virginia Declaration of Rights  
|   |           | READ (EXTRA): Jefferson’s Bible  
|   |           | READ (EXTRA): Jefferson’s Letter to the Danbury Baptists  
|   |           | POST (3): Webinar 2 Discussion DUE by 10am  
|   |           | QUIZ (4): PBS 1 DUE by 12pm  
|   |           | QUIZ (5): PBS 2 DUE by 2pm  
|   |           |  
|   | FRI JAN 8 | 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)  
|   |           | READ: Manseau, "America is Not a 'Christian' Nation" (FoxNews)  
|   |           | READ: Eck, "From Many One: Beginning with Thanksgiving"  
|   |           | (excerpt from A New Religious America, Ch2; pp32-36)  
|   |           | WATCH: PBS, "We Shall Remain: After the Mayflower"  
|   |           | READ (EXTRA): Manseau, "What Happened to America’s First Muslims?"  
|   |           | READ (EXTRA): Toensing, "What Really Happened at the First Thanksgiving?"  
|   |           | READ (EXTRA): Prince Among Slaves: The Cultural Legacy of Enslaved Africans  
|   |           | WATCH (EXTRA): PBS, "The Pilgrims"  
|   |           | TWEET (1): Weekly + BASIC Twitter Participation DUE by 10am  
|   |           | QUIZ (6): We Shall Remain + Other Readings DUE by 11am  
|   |           | WEBINAR (3): Live via WebEx @ 1-3pm  
|   |           |  
|   | MON JAN 11| 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)  
|   |           | WATCH (EXTRA): Religious Truth Claims & Pluralism (Video Lecture)  
|   |           | POST (4): Webinar 3 Discussion DUE by 10am (+5 if by SAT JAN 9 @10am)  
|   |           | QUIZ (7): PBS 3 DUE by 10am  
|   |           | QUIZ (8): PBS 4 DUE by 11am  
|   |           | QUIZ (9): Eck Pluralism DUE by 12pm  
|   |           | WEBINAR (4): Live Via WebEx @ 1-3pm  
|   |           |  
|   | TUE JAN 12| READ: Kruse, "The Invention of Corporate Christian America" (Relig. Dispatches)  
|   |           | READ + LISTEN: Kruse/Gross, "How 'One Nation' Didn't Become 'Under God' Until The 50s Religious Revival (NPR)  
|   |           | 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)  
|   |           | POST (5): Webinar 4 Discussion DUE by 10am  
|   |           | QUIZ (10): PBS 5 DUE by 11am  
|   |           | QUIZ (11): PBS 6 DUE by 12pm  
|   |           | QUIZ (12): 20th Century Religion & Politics DUE by 1pm  

**WEEK TWO: GOD(S) IN AMERICA**
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Reading Tasks</th>
<th>Extra Tasks</th>
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<tbody>
<tr>
<td>8</td>
<td>WED JAN 13</td>
<td><strong>READ:</strong> PBS, &quot;God in America: People Page&quot;&lt;br&gt;<strong>READ:</strong> Mellowes, &quot;PBS God in America: The Black Church&quot;&lt;br&gt;<strong>READ:</strong> The Shifting Religious Identity of Latinos in the United States, 2014 (Pew)&lt;br&gt;<strong>READ:</strong> Asian Americans: A Mosaic of Faiths, 2012 (Pew)&lt;br&gt;<strong>READ (EXTRA):</strong> Civil Rights (Encyclopedia of Religion &amp; Society)&lt;br&gt;<strong>WATCH (EXTRA):</strong> Obama’s Eulogy for Rev. Clementa Pinkney (June 26, 2015)</td>
<td><strong>POST (6):</strong> PBS God in America: Who’s Missing? DUE by 10am&lt;br&gt;<strong>QUIZ (13):</strong> American Religious Diversity DUE by 12pm&lt;br&gt;<strong>WEBINAR (5):</strong> Live Via WebEx @ 1-3pm</td>
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<td>9</td>
<td>THUR JAN 14</td>
<td><strong>READ:</strong> Prothero, &quot;Islam&quot; (excerpt from God is Not One, Ch1: 25-63)&lt;br&gt;<strong>READ:</strong> Eck, &quot;African American Islam&quot; (excerpt from A New Religious America, Ch5; pp251-265)&lt;br&gt;<strong>READ:</strong> Juergensmeyer, &quot;Is ISIS Islamic?&quot; (The Globalist, Oct 2014)&lt;br&gt;<strong>WATCH:</strong> Islam, the Quran, and the Five Pillars All Without a Flamewar (Crash Course World History #13)&lt;br&gt;<strong>WATCH:</strong> Islam and Politics (Crash Course World History #216)&lt;br&gt;<strong>READ (EXTRA):</strong> Harvard Divinity School, Religious Literacy Project, &quot;Islam&quot;&lt;br&gt;<strong>READ (EXTRA):</strong> Juergensmeyer, &quot;Why Isis War Would Make Paris Attacks A Success&quot; (Religion Dispatches, Nov. 2015)&lt;br&gt;<strong>WATCH (EXTRA):</strong> PBS, The Rise of ISIS (PBS Frontline, Oct 2014)</td>
<td><strong>POST (7):</strong> Webinar 5 Discussion DUE by 10am&lt;br&gt;<strong>QUIZ (14):</strong> Islam DUE by 11am&lt;br&gt;<strong>WEBINAR (6):</strong> Live Via WebEx @ 1-3pm</td>
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<tr>
<td>10</td>
<td>FRI JAN 15</td>
<td><strong>READ:</strong> Springs, &quot;Civil Religion&quot; (excerpt from Religion &amp; Culture, pp29-46)&lt;br&gt;<strong>READ (EXTRA):</strong> Bellah, &quot;Civil Religion in America&quot;&lt;br&gt;<strong>READ (EXTRA):</strong> Barack Obama’s First Inaugural Address (January 20, 2009)&lt;br&gt;<strong>READ (EXTRA):</strong> &quot;Civil Religion&quot; from Encyclopedia of Religion &amp; Society</td>
<td><strong>POST (8):</strong> Webinar 6 Discussion DUE by 10am&lt;br&gt;<strong>QUIZ (15):</strong> Civil Religion DUE by 11am&lt;br&gt;<strong>TWEET (2):</strong> Weekly Twitter Participation DUE by 12pm</td>
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**WEEK THREE: RELIGION & POLITICS // CHURCH + STATE**

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<th>Reading Tasks</th>
<th>Extra Tasks</th>
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<tbody>
<tr>
<td>11</td>
<td>MON JAN 18</td>
<td><strong>READ:</strong> Establishment Clause Overview (First Amendment Center)&lt;br&gt;<strong>READ:</strong> School Prayer (First Amendment Center)&lt;br&gt;<strong>READ:</strong> McCollum v. Board of Education (First Amendment Center)&lt;br&gt;<strong>READ:</strong> Teaching About Religion (First Amendment Center)&lt;br&gt;<strong>READ:</strong> Pledge of Allegiance (First Amendment Center)&lt;br&gt;<strong>READ (EXTRA):</strong> Teaching About Religion: AAR Guidelines, K-12 Public Schools&lt;br&gt;<strong>READ (EXTRA):</strong> One Nation Under God? A Constitutional Question (Pew)&lt;br&gt;<strong>READ (EXTRA):</strong> Kruse, &quot;Pledging Allegiance&quot;&lt;br&gt;<strong>READ (EXTRA):</strong> Newdow, FFRF challenge ’In God We Trust’ (FFRF)&lt;br&gt;<strong>READ (EXTRA):</strong> The Supreme Court (PBS)&lt;br&gt;<strong>WATCH (EXTRA):</strong> The Lord is Not on Trial Here Today (PBS)</td>
<td><strong>POST (9):</strong> Mapping Religion in Your Backyard DUE by 10am&lt;br&gt;<strong>QUIZ (16):</strong> Establishment Clause: Schools DUE by 11am&lt;br&gt;<strong>WEBINAR (7):</strong> Live Via WebEx @ 1-3pm</td>
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<td>Date</td>
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<td>12</td>
<td>TUE JAN 19</td>
<td>READ: <em>Evolution Resources: Science &amp; Religion</em> (National Academies)</td>
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<td>READ: <em>Evolution &amp; Creation</em> (First Amendment Center)</td>
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<td>READ: *From Darwin to Dover: An Overview of Important Cases in the</td>
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<td>Evolution Debate* (Pew)</td>
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<td>READ: <em>The Social &amp; Legal Dimensions of the Evolution Debate in the U.S.</em> (Pew)</td>
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<td>READ (EXTRA): Lehmann, &quot;10 Things I Wish Everyone Knew About the Creation</td>
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<td>vs. Evolution Debate*</td>
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<td>READ (EXTRA): About the Church of the Flying Spaghetti Monster</td>
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<td>WATCH (EXTRA): More Evolution &amp; Science Resources</td>
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<td>WATCH (EXTRA): <em>Intelligent Design on Trial</em> (PBS)</td>
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<td>POST (10): Webinar 7 Discussion DUE by 10am</td>
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<td>QUIZ (17): Establishment Clause: Creationism &amp; Evolution DUE by 12pm</td>
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<td>13</td>
<td>WED JAN 20</td>
<td>READ: <em>Ten Commandments, Other Displays &amp; Mottos</em> (First Amendment Center)</td>
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<td>READ: Religious Displays and the Courts (Pew)</td>
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<td>READ: <em>Supreme Court Revisits Legislative Prayer in Greece v. Galloway</em> (Pew)</td>
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<td>READ: Posner, &quot;Supreme Court Rules Sectarian Legislative Prayer</td>
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<td>Constitutional&quot; (Religion Dispatches)</td>
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<td>READ (EXTRA): Religious Holidays (First Amendment Center)</td>
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<td>QUIZ (18): Establishment Clause: Civic Space DUE by 10am</td>
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<td>WEBINAR (8): Live Via WebEx @ 1-3pm</td>
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<td>THUR JAN 21</td>
<td>READ: Free-Exercise Clause Overview (First Amendment Center)</td>
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<td>READ: <em>A Delicate Balance: The Free Exercise Clause the Supreme Court</em> (Pew)</td>
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<td>READ: <em>The Supreme Court's Decision in Gonzales v. O Centro Espirita</em> (Pew)</td>
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<td>READ: <em>The Supreme Court Ended Prop. 8: Here's What That Means</em> (WaPo)</td>
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<td>READ: Court Strikes Down DOMA but Leaves Fate of Prop. 8 Uncertain (Pew)</td>
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<td>READ: Friedman, &quot;10 Things You Need to Know to Really Understand RFRA in</td>
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<td>Indiana and Arkansas&quot; (WaPo)</td>
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<td>READ: 5 Facts About Same-Sex Marriage (Pew2015)</td>
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<td>READ: Heath, &quot;How to Determine If Your Religious Liberty Is Being</td>
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<td>Threatened in Just 10 Quick Questions&quot; (HuffPo 2012)</td>
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<td>READ (EXTRA): History of Key Abortion Rulings of U.S. Supreme Court (Pew)</td>
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<td>READ (EXTRA): Same-Sex Marriage: Newsom Takes Action (SFGate 2004)</td>
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<td>READ (EXTRA): Schwarzenegger Decides Against Defending Prop. 8 in Federal</td>
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<td>Court (LATimes 2009)</td>
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<td>READ (EXTRA): Supreme Court Rules Gay Couples Nationwide Have a Right to</td>
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<td>Marry (WaPo 2015)</td>
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<td>READ (EXTRA): Denniston, &quot;Opinion Analysis: Marriage Now Open to Same-Sex</td>
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<td>Couples&quot; (SCOTUSBlog 2015)</td>
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<td>READ (EXTRA): Obergefell v. Hodges (SCOTUS 2015)</td>
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<td>POST (11): Webinar 8 Discussion DUE by 10am</td>
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<td>QUIZ (19): Free Exercise Clause DUE by 11am</td>
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<td>WEBINAR (9): Live Via WebEx @ 1-3pm</td>
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<td>15</td>
<td>FRI JAN 22</td>
<td>POST (12): Webinar 9 Discussion DUE by 10am</td>
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<td>TWEET (3): Weekly Twitter Participation DUE by 12pm</td>
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<td>16</td>
<td>SAT JAN 23</td>
<td>FINAL ESSAY: DUE by @ 10am (+ 7 extra if by FRI JAN 22 @ 10am)</td>
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About SJSU Studies
Students are strongly encouraged to take courses to satisfy GE Areas R, S, and V from departments other than their major department. Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.” See University Policy S14-5 at http://www.sjsu.edu senate/docs/S14-5.pdf.

General Expectations, Rights and Responsibilities of the Student
As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at http://www.sjsu.edu senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog, at http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Federal Regulations Regarding the Definition of the Credit Hour
SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu senate/docs/S12-3.pdf.

Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material
University Policy S12-7, http://www.sjsu.edu senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:
• “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  o It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  o In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
• “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity
Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu senate/docs/S07-2.pdf requires 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. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.
**Campus Policy in Compliance with the 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 at [http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at [http://www.sjsu.edu/aec](http://www.sjsu.edu/aec) to establish a record of their disability.

**Accommodation to Students' Religious Holidays**
San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at [http://www.sjsu.edu senate/docs/S14-7.pdf](http://www.sjsu.edu senate/docs/S14-7.pdf).

**Student Technology Resources**
Computer labs for student use are available in the Academic Success Center at [http://www.sjsu.edu/at/asc/](http://www.sjsu.edu/at/asc/) located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

**SJSU Counseling Services**
The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at [http://www.sjsu.edu/counseling](http://www.sjsu.edu/counseling).

**SJSU Peer Connections**
Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at [http://peerconnections.sjsu.edu](http://peerconnections.sjsu.edu) for more information.

**SJSU Writing Center**
The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics.

To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at [http://www.sjsu.edu/writingcenter](http://www.sjsu.edu/writingcenter). For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)