

San José State University, Humanities Department, Religious Studies Program

RELS 162: Religion & Political Controversy in the U.S. (Summer 2016)

Instructor:	Lee Gilmore
Email:	lee.gilmore@sjsu.edu
Office Hours:	By appointment via Skype (username: qibitum)
Webinar Meetings:	Twice weekly online meetings via WebEx. See Course Schedule for specific dates & times, and see <i>Assignments: Webinars & Discussion Forums</i> for more details.
Virtual Classroom:	<ul style="list-style-type: none"> • https://sjsu.instructure.com/courses/1203589
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.
Course Format:	ONLINE. See <i>Online Learning Requirements</i> for more details.
Faculty Web Page, Facebook & Twitter:	<ul style="list-style-type: none"> • 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 will have access to an internet-enabled computer or tablet **a minimum of 12-20 hours per week**. (See *University Policies: Federal Regulations Regarding the Definition of the Credit Hour* below.) **You are expected log in to our course nearly every day for the next five weeks**, and 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//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.)

Late Policy

You are expected to complete ALL assignments by the posted deadlines. Late quizzes & discussion posts will generally be accepted, BUT -1 point per day will be deducted for each day (including weekends) that it is late. 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 Summer 2016 session, the deadlines can be found at: <http://www.sjsu.edu/summer/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 Webinars/Online Meetings* (on Canvas)
- READ: *Discussion Forum Etiquette Guidelines* (on Canvas)

Final Grade Scale & Total Assignment Point Values

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		

Total Assignment Point Values:

- 225 = Webinars Discussion Posts (9 @ up to 25 points each)
- 125 = Other Discussions (3 @ up to 35-55 points each)
- 450 = Quizzes (22 @ up to 10-30 points each)
- 50 = Twitter Participation
- 150 = Final Paper

Assignments

Webinars/Online Meetings & Webinar Discussion Posts

During Summer 2016, we will meet twice 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. 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
- **You may also earn ONE POINT OF EXTRA CREDIT for submitting each Discussion Post at least 2 hours EARLY (i.e. by 10am the day after the Webinar)**
- **TO ATTEND IN PERSON log-in via the email invites you will receive.**
- See *Assignments: Webinars & Webinar Discussions & About Webinars/Online Meetings* on Canvas.

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 JUNE 8 @ 12pm
 - 2) **PBS God in America: Who's Missing?** DUE by MON JUNE 20 @ 12pm
 - 3) **Mapping Religion in Your Backyard** DUE by MON JUNE 27 @ 12pm
 - See *Discussions (or Modules)* on Canvas for details.
- **As with the Webinar Discussions, you may also earn ONE POINT OF EXTRA CREDIT for submitting these Discussion Posts at least 2 hours EARLY (i.e. by 10am the day they are DUE)**

Twitter Participation

Up to **50 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 JUNE 10 @ 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 **5 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**
 - 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 (Canvas) or other reliable media sources (up to **5 points** each).
 - **DUE each Friday by noon.** See *Assignments: Twitter Participation* on Canvas.

Quizzes

There will be **22 Quizzes** worth **10-30 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.

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 12 noon on FRI JULY 8.** See *Assignments: Final Essay* on Canvas.

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

MODULE	DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
WEEK ONE: INTRODUCTION TO U.S. RELIGIOUS & POLITICAL HISTORY		
1	MON JUNE 6	<p>READ: <i>Syllabus & all content from Front Page (Canvas)</i> READ: <i>"10 Things Every College Student Needs to Know About Religion"</i> READ: <i>"If We Don't Teach Religion in Schools, Americans Will Never Understand the Rest of the World"</i> WATCH: <i>Religious Diversity: What is a...? (Harvard Religious Literacy Project)</i></p> <p>READ (EXTRA): <i>Brekus, "Why do Americans Know So Little about the Religious History of the United States?"</i></p> <p>WEBINAR (1): Live via WebEx @ 1:00 - 3:30pm</p>
2	TUE JUNE 7	<p>READ: <i>"Our Method" (Harvard Religious Literacy Project)</i> WATCH: <i>Green/Vlogbrothers, "On Religion, Redux" (youtube)</i> READ & WATCH: <i>On the Different Branches of Christianity</i></p> <p>READ (EXTRA): <i>Prothero, "Introduction to God is Not One" (pdf)</i> READ (EXTRA): <i>"10 Things I Wish Everyone Knew About the Bible" (Faith Street)</i> READ (EXTRA): <i>Some Definitions of & Statements About Religion</i></p> <p>POST (1): Webinar 1 Discussion DUE by 12:00 pm (+1 if by 10am)</p>
3	WED JUNE 8	<p>READ: <i>Pew U.S. Religious Landscape Survey (2014)</i> READ: <i>U.S. Religious Knowledge Survey: Quiz & Executive Summary</i> READ: <i>Pew News IQ Quiz (2015)</i> READ: <i>Manseau, "Thou Shalt Worship None of the Above" (NYT)</i> READ: <i>Drescher, "Back to the Future of Religion: Does Demographic Research Create the Religious 'Reality' it Describes?"</i></p> <p>READ (EXTRA): <i>Pew U.S. Religious Landscape Survey (2007)</i> READ (EXTRA): <i>"American Values Atlas" (Public Religion Research Institute)</i> READ (EXTRA): <i>Pluralism Project Website</i></p> <p>QUIZ (1): Pew Survey DUE by 10:00 am POST (2): Pew Discussion DUE by 12:00 pm (+1 if by 10am)</p>
4	THUR JUNE 9	<p>READ: <i>Eck, "The First Argument: Establishment or Tolerance" (excerpt from A New Religious America, Ch2; pp36-41)</i> READ: <i>Declaration of Independence (1776)</i> READ: <i>"Virginia Bill for Establishing Religious Freedom" (1777)</i> READ: <i>U.S. Constitution: Main Articles (1789-1992) AND</i> READ: <i>Constitutional Amendments 1-27, 1791-1992)</i> READ: <i>"Rethinking the U.S. Constitutional Convention" (Zinn Education Project)</i></p>

4	THUR JUNE 9 (cont.)	<p>WATCH (EXTRA): <i>Crash Course: U.S. Government</i> WATCH (EXTRA): <i>Rev. Billy First Amendment</i></p> <p>READ (EXTRA): <i>Religion & Hamilton</i> (Religion in American History Blog) READ (EXTRA): <i>"The Revolutionary Spirituality of 'Hamilton'"</i> (Relig. Dispatches)</p> <p>QUIZ (2): <i>Intro to Religion & Politics DUE by 10:00 am</i> QUIZ (3): <i>Eck/First Argument DUE by 11:00 am</i> WEBINAR (2): <i>Live via WebEx @ 1:00 - 3:30 pm</i></p>
4.5	FRI JUNE 10	<p>TWEET (1): <i>Weekly + BASIC Twitter Participation DUE by 10:00 am</i> POST (3): <i>Webinar 2 Discussion DUE by 12:00 pm (+1 if by 10am)</i></p>
WEEK TWO: GOD(S) IN AMERICA		
5	MON JUNE 13	<p>READ: <i>Eck, "From Many One: Beginning with Thanksgiving"</i> (excerpt from <i>A New Religious America</i>, Ch2; pp32-36) READ: <i>Harvey, "The Brutality of the American Eden"</i> (Religion Dispatches) READ: <i>Manseau, "5 Things Everyone Should Know About America's Religious History: Why we Need to Retell the American Story"</i> (Faith Street) READ: <i>Manseau, "The Muslims of Early America"</i> (NYT Op Ed)</p> <p>WATCH: <i>PBS, "God in America" (Part 1)</i> WATCH: <i>PBS, "God in America" (Part 2)</i></p> <p>READ (EXTRA): <i>Jefferson's Bible & Jefferson's Letter to the Danbury Baptists</i> READ (EXTRA): <i>Manseau, "America is Not a 'Christian' Nation"</i> (FoxNews) READ (EXTRA): <i>Manseau, "What Happened to America's First Muslims?"</i> (HuffPo)</p> <p>WATCH (EXTRA): <i>"We Shall Remain: After the Mayflower"</i> (PBS) WATCH (EXTRA): <i>"The Pilgrims"</i> (PBS)</p> <p>QUIZ (4): <i>PBS 1 DUE by 10:00 am</i> QUIZ (5): <i>PBS 2 DUE by 11:00 am</i> QUIZ (6): <i>Eck, Harvey, & Manseau DUE by 12:00 pm</i></p>
6	TUE JUNE 14	<p>READ: <i>Eck, "A Christian America? Exclusivism, Assimilation, Pluralism"</i> (excerpt from <i>A New Religious America</i>, Ch2; pp41-77) WATCH: <i>PBS, "God in America: A Nation Reborn" (Part 3)</i> WATCH: <i>PBS, "God in America: A New Light" (Part 4)</i></p> <p>WATCH (EXTRA): <i>The Mormons</i> (PBS Frontline/American Experience) WATCH (EXTRA): <i>Religious Truth Claims & Pluralism</i> (Video Lecture)</p> <p>QUIZ (7): <i>PBS 3 DUE by 10:00 am</i> QUIZ (8): <i>PBS 4 DUE by 11:00 pm</i> QUIZ (9): <i>Eck/Pluralism by 12:00 pm</i> WEBINAR (3): <i>Live Via WebEx @ 1:00 - 3:30 pm</i></p>

7	WED JUNE 15	<p>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)</p> <p>READ (EXTRA): "A Forum on Kevin Kruse's One Nation Under God: How Corporate American Invented Christian America" (Marginalia)</p> <p>QUIZ (10): PBS 5 DUE by 10:00 am QUIZ (11): PBS 6 DUE by 11:00 am POST (4): Webinar 3 Discussion DUE by 12:00 pm (+1 if by 10am)</p>
8	THUR JUNE 16 CHANGED!	<p>READ: Prothero, "Islam" (excerpt from <i>God is Not One</i>) READ: Eck, "African American Islam" (excerpt from <i>A New Religious America</i>, Ch5; pp251-265) READ: Juergensmeyer, "Is ISIS Islamic?" (October 2014, <i>The Globalist</i>) WATCH: "Islam, the Quran, & the Five Pillars All Without a Flamewar" (Crash Course) WATCH: "Islam & Politics" (Crash Course)</p> <p>READ (EXTRA): "Islam" (Harvard Religious Literacy Project) READ (EXTRA): Juergensmeyer, "Why Isis War Would Make Paris Attacks a Success" (Nov. 2015, <i>Religion Dispatches</i>) 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): <i>The Rise of ISIS</i> (PBS Frontline, Oct 2014) WATCH (EXTRA): "Conflict in Israel & Palestine" (Crash Course)</p> <p>QUIZ (12): Islam (Prothero + Eck) DUE by 10:00 am WEBINAR (4): Live Via WebEx @ 1:00 - 3:30 pm</p>
8.5	FRI JUNE 17	<p>TWEET (2): Weekly Twitter Participation DUE by 10:00 am POST (5): Webinar 4 Discussion DUE by 12:00 pm (+1 if by 10am)</p>
WEEK THREE: RELIGION & POLITICS		
9	MON JUN 20	<p>READ: PBS, "God in America: People Page" READ: Mellowes, "PBS God in America: The Black Church" READ: <i>The Shifting Religious Identity of Latinos in the United States, 2014</i> (Pew) READ: <i>Asian Americans: A Mosaic of Faiths, 2012</i> (Pew)</p> <p>READ (EXTRA): <i>Civil Rights</i> (Encyclopedia of Religion & Society) WATCH (EXTRA): <i>Obama's Eulogy for Rev. Clementa Pinkney</i> (June 26, 2015) WATCH (EXTRA): <i>Angela Davis on Birmingham Church Bombing</i> WATCH (EXTRA): "Systemic Racism: Is That a Thing?" (race forward)</p> <p>QUIZ (13): 20th Century Religion & Politics DUE by 10:00 am QUIZ (14): American Religious Diversity DUE by 11:00 am POST (6): PBS God in America: Who's Missing? DUE by 12pm (+1 if by 10am)</p>

10	TUE JUNE 21 CHANGED!	<p>READ: Springs, "Civil Religion" (excerpt from <i>Religion & Culture</i>, pp29-46)</p> <p>READ (EXTRA): "Civil Religion" from <i>Encyclopedia of Religion & Society</i></p> <p>READ (EXTRA): Bellah, "Civil Religion in America"</p> <p>READ (EXTRA): Barack Obama's First Inaugural Address (January 20, 2009)</p> <p>QUIZ (15): Civil Religion DUE by 10:00 am</p> <p>WEBINAR (5): Live Via WebEx @ 1:00 - 3:30 pm</p>
11	WED JUNE 22	<p>READ: McGraw, "Introduction to America's Sacred Ground" From <i>Taking Religious Pluralism Seriously</i> (2005)</p> <p>READ (EXTRA): Locke, "A Letter Concerning Toleration"</p> <p>READ (EXTRA): Locke, "Two Treatises of Government" (excerpt)</p> <p>QUIZ (16): McGraw DUE by 10:00 am</p> <p>POST (7): Webinar 5 Discussion DUE by 12:00 pm (+1 if by 10am)</p>
12	THUR JUNE 23	<p>READ: <i>Establishment Clause Overview</i> (First Amendment Center)</p> <p>READ: <i>Free-Exercise Clause Overview</i> (First Amendment Center)</p> <p>READ: Heath, "How to Determine If Your Religious Liberty Is Being Threatened in Just 10 Quick Questions"</p> <p>READ (EXTRA): "Free Exercise of Religion: Rise of the Compelling State Interest Test" (UMKC)</p> <p>READ (EXTRA): "Free Exercise of Religion: Narrowing of the Test" (UMKC)</p> <p>QUIZ (17): Intro to Religion Clauses DUE by 10:00 am</p> <p>WEBINAR (6): Live Via WebEx @ 1:00 - 3:30 pm</p>
12.5	FRI JUNE 24	<p>TWEET (3): Weekly Twitter Participation DUE by 10:00 am</p> <p>POST (8): Webinar 6 Discussion DUE by 12:00 pm (+1 if by 10am)</p>
WEEK FOUR: CHURCH & STATE		
13	MON JUNE 27	<p>READ: <i>School Prayer</i> (First Amendment Center)</p> <p>READ: <i>McCullum v. Board of Education</i> (First Amendment Center)</p> <p>READ: <i>Teaching About Religion</i> (First Amendment Center)</p> <p>READ: <i>Pledge of Allegiance</i> (First Amendment Center)</p> <p>READ (EXTRA): "Teaching About Religion: Guidelines for K-12 Public Schools" (American Academy of Religion)</p> <p>READ (EXTRA): <i>One Nation Under God? A Constitutional Question</i> (Pew)</p> <p>READ (EXTRA): Kruse, "Pledging Allegiance" (Talking Points Memo)</p> <p>READ (EXTRA): Newdow, <i>FFRF challenge 'In God We Trust'</i> (FFRF)</p> <p>WATCH (EXTRA): <i>The Lord is Not on Trial Here Today</i> (PBS)</p> <p>QUIZ (18): Establishment Clause: Schools DUE by 10:00 am</p> <p>POST (9): Mapping Religion in Your Backyard DUE by 12pm (+1 if by 10am)</p>

14	TUE JUNE 28	<p>READ: <i>Ten Commandments, Other Displays & Mottos</i> (First Amendment Center) READ: <i>Religious Displays and the Courts</i> (Pew) READ: <i>Supreme Court Revisits Legislative Prayer in Greece v. Galloway</i> (Pew) READ: Posner, "Supreme Court Rules Sectarian Legislative Prayer Constitutional" (Religion Dispatches)</p> <p>READ (EXTRA): <i>Religious Holidays</i> (First Amendment Center)</p> <p>QUIZ (19): Establishment Clause: Civic Space DUE by 10:00 am WEBINAR (7): Live Via WebEx @ 1:00 - 3:30 pm</p>
15	WED JUNE 29	<p>READ: <i>Evolution Resources: Science & Religion</i> (National Academies) READ: <i>Evolution & Creation</i> (First Amendment Center) READ: <i>From Darwin to Dover: An Overview of Important Cases in the Evolution Debate</i> (Pew) READ: <i>The Social & Legal Dimensions of the Evolution Debate in the U.S.</i> (Pew)</p> <p>READ (EXTRA): Lehmann, "10 Things I Wish Everyone Knew About the Creation vs. Evolution Debate" READ (EXTRA): <i>About the Church of the Flying Spaghetti Monster</i> WATCH (EXTRA): <i>Intelligent Design on Trial</i> (PBS) WATCH (EXTRA): <i>More Evolution & Science Resources</i></p> <p>QUIZ (20): Establishment Clause: Creationism & Evolution DUE by 10am POST (10): Webinar 7 Discussion DUE by 12:00 pm (+1 if by 10am)</p>
16	THUR JUNE 30	<p>READ: "A Delicate Balance: The Free Exercise Clause the Supreme Court" (Pew) READ: <i>The Supreme Court Ended Prop. 8: Here's What That Means</i> (WaPo) READ: <i>Court Strikes Down DOMA but Leaves Fate of Prop. 8 Uncertain</i>, (Pew) READ: "5 Facts About Same-Sex Marriage" (Pew2015)</p> <p>READ (EXTRA): "Loving v. Virginia and the Secret History of Race" (NYT 2008) 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)</p> <p>QUIZ (21): Free Exercise Clause DUE by 10:00 am WEBINAR (8): Live Via WebEx @ 1:00 - 3:30 pm</p>
16.5	FRI JULY 1	<p>TWEET (4): Weekly Twitter Participation DUE by 10:00 am POST (11): Webinar Discussion DUE by 12:00 pm (+1 if by 10am)</p>

WEEK FIVE: FINALS

17.1	MON JULY 4	HOLIDAY: Fourth of July
17.2	TUE JULY 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) QUIZ (22): Religious Freedom & Choice DUE by 10:00 am WEBINAR (9): Live Via WebEx @ 1:00 - 3:30 pm
17.3	WED JULY 6	POST (12): Webinar 9 Discussion DUE by TUE 12:00 pm (+1 if by 10am)
17.4	THUR JULY 7	NO NEW READING - Work on Final Projects
17.5	FRI JULY 8	FINAL ESSAY: DUE by @ 12:00 noon (grades due FRI JULY 15)

University Policies

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](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf> and SJSU current semester's [Policies and Procedures](http://info.sjsu.edu/static/catalog/policies.html) at <http://info.sjsu.edu/static/catalog/policies.html>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), 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](http://info.sjsu.edu/static/catalog/policies.html) 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](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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](http://www.sjsu.edu/advising/) 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), <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."
 - 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.
 - 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](http://www.sjsu.edu/senate/docs/S07-2.pdf) 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](http://www.sjsu.edu/studentconduct/) 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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at 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](http://www.sjsu.edu/aec) (AEC) at <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](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <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 and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential 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 and Psychological Services](http://www.sjsu.edu/counseling) website at <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](http://peerconnections.sjsu.edu) at <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](http://www.sjsu.edu/writingcenter) at <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.)

