Syllabus and Schedule

POT 4632-0W59
Religion and Politics

Dr. Terri Susan Fine

Spring 2015
World Wide Web

Instructor Contact:

Instructor	Dr. Terri Susan Fine Professor of Political Science Associate Director, Lou Frey Institute of Politics and Government
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Office Hours	Monday 1-5pm and by appointment (Phillips Hall 302K) By appointment (Lou Frey Institute) EXCEPT: Week of January 19 (University/State Holiday) Week of March 9 (Spring Break) Week of April 13 (Instructor at Professional Conference) Note: Appointments available in the political science department, at the Lou Frey Institute in the Research Park (easy parking and no parking permit needed). The #9 UCF Shuttle will take you there (Stop #2 —Florida Institute of Government stop), or we can meet by telephone. **Appointments are readily available and flexible—feel free to meet with me as the need arises.**
Phone	407-823-2081 (Political Science Department) 407-823-3636 (Lou Frey Institute)
Course mail	Available through the "inbox" function on the course home page (upper right). Contacting me through the course insures no SPAM and faster responses.
Personal e-mail	terri.fine@ucf.edu **Note:** E-mail to this personal account is to be used for emergencies only (i.e. if you have no Internet access); All regular communication must go through the course "inbox" function. Non-emergency e-mail submitted to my personal account will not receive a response.
Course page	Available through Webcourses2@ucf at: https://webcourses2c.instructure.com

Course Description:

This course will look at religion and politics in the United States from three interrelated perspectives:

a) What are the theoretical religious foundations for the founding of the United States? What does it mean to be a democracy devoted to religious freedom when those founders are members of the same religious group and the founding of the country was based on religious motivations including escaping religious persecution?

b) What are the core religion-based public policies in effect or under consideration in the United States? How does the policy making and implementation process work in the U.S. to bring about religion-based policy? What constitute the core intra-state and inter-state conflicts surrounding these religion based public policies or policy proposals?

c) How does religion motivate and impact political behavior in the United States? How does religion impact who has political power? How does religion motivate power-seeking behavior in the United States?

Why look at the United States?

The United States was founded by homogeneous religious groups seeking refuge from religious persecution. The U.S. claims to be a democracy while at the same time it is clear that one religious orientation dominates its political system. Religion is also a prime motivator and influence on political behavior and, as a result, how the political system functions, including party structures, electoral outcomes, campaign strategies, voter mobilization and other grassroots efforts, are all affected by religious commitments.

Course Goals: The primary goals of this course are to understand the relationship between religion and politics in democratic theocracies from four core perspectives: theoretical orientations, mass-level participation, elite behavior, and public policy. The course will focus on these factors in the United States.

Course Objectives: At the end of this course, you will be able to develop approaches to analyzing the relationship between religion and politics in democratic theocracies, and critique the role that religion plays in mass-level participation, elite behavior and public policy. You will also be able to evaluate how religion and politics affects and is affected by political and electoral institutions.

The course text is: Religion and Politics in the United States (7th edition) by Kenneth Wald and Allison Calhoun-Brown. Rowman & Littlefield Publishers, Inc.; ISBN-10: 978-1442225541/ISBN-13: 978-1442225541

Note: It is critically important that you purchase the 7th edition, and not an earlier edition. This text is available on Kindle.

Additional Readings (Note: Links may go down at any time; please Google the title on the left in case a link is not available):

Name of Reading	**Internet Location**
The Declaration of Independence of the United States of America	http://www.ushistory.org/DECLARATION/document/index.htm
The United States Constitution/ Amendments 1 and 14	http://www.usconstitution.net/const.html
Letter from the Danbury Baptist Association to Thomas Jefferson (October 7, 1801) and Jefferson's response	http://www.wallbuilders.com/libissuesarticles.asp?id=65
Jefferson's Letter to the Danbury Baptists (January 1, 1802)	http://www.stephenjaygould.org/ctrl/jefferson_dba.html
Thomas Jefferson, "A Bill for Establishing Religious Freedom" (1786)	http://billofrightsinstitute.org/wp-content/uploads/2011/12/VirginiaStatutesofReligiousFreedom.pdf
United States Supreme Court Case Opinions: Dred Scott v. Sandford 60 U.S. 393 (1856) Reynolds v. U.S. 98 U.S. 1456 (1878) Davis v. Beason 133 U.S. 333 (1898)	https://supreme.justia.com/; U.S. Supreme Court opinions may be reached through www.oyez.org

West Virginia Board of Education v. Barnette 319 U.S. 124 (1943) Engel v. Vitale 370 U.S. 421 (1962) Lemon v. Kurtzman 403 U.S. 602 (1971) Wisconsin v. Yoder 406 U.S. 205 (1972) Heffron v. International Society for Krishna Consciousness 452 U.S. 640 (1989) Church of the Lukumi Babal U Aye, Inc. v. City of Hialeah, Florida 91 U.S. 948 (1993) Kiryas Joel School District v. Grumet 512 U.S. 637 (1994) Locke v. Davey 540 U.S. 712 (2004)	

Class Requirements

There will several multiple choice text based quizzes, Internet based research modules, and asynchronous discussions based on text material and current events. Your grade will be based on several Internet Learning Modules, discussions, and quizzes. The entire course will be conducted on-line; there will be no on-campus meetings.

Your grade will be determined as follows:

Internet Learning Modules	45%
Discussions	30%
Quizzes	25%

Explanation of Grading:

Numerical grades will be determined for all modules. Discussion grades are determined based on the number of discussions completed (Number of "Yes" grades). **Information on completing discussions is found in the "Protocols" document on the main course page.**

You are allowed to miss one discussion without penalty. Thereafter, 6=A, 5=B, 4=C, 3=D, 0-2=F. You are also allowed to miss one quiz without penalty. Should you complete every quiz, the average score, minus the lowest grade, will be used to determine your quiz average. Otherwise, all quiz scores will be factored into your quiz score. The formula for determining final grades is found at the end of this document. You are allowed to miss one module without penalty. Should you complete every module, the average score, minus the lowest grade, will be used to determine your module average.

All assignments are due no later than the day and time posted; late assignments may be submitted with prior arrangement with the instructor and submission of documentation explaining why submitting the assignment on time was not possible. The instructor must be notified within 48 hours of the missed assignment (unless doing so is impossible and the reason is documented) in order to be eligible to submit that assignment late.

Grading and Assessment Rubric

Assessment	Course Objectives Met
Internet Learning Modules	Analyze the relationship between religion and politics in democratic theocracies Critique the role that religion plays in mass-level participation, elite behavior and public policy Evaluate how religion and politics affects and is affected by political and electoral institutions.
Quizzes	Understand how religion and politics affects and is affected by political and electoral institutions.
Asynchronous Discussions	Analyze the relationship between religion and politics in democratic theocracies

	Critique the role that religion plays in mass-level participation, elite behavior and public policy Evaluate how religion and politics affects and is affected by political and electoral institutions

Plus/Minus Grading:

This course will be graded using plus/minus grading. Your recorded final grade will be one of the following: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F and not A+, F+ or F-.

Your transcript will reflect the calculation of grade points accordingly:

Grade	Grade Points	Grade	Grade Points
A	4.00	C	2.00
A-	3.75	C-	1.75
B+	3.25	D+	1.25
B	3.00	D	1.00
B-	2.75	D-	.75
C+	2.25	F	0.00

Student Code of Conduct:

The Golden Rule:

Students must follow the University standards for personal and academic conduct as outlined in *The Golden Rule*. Students are apprised when they are accepted at the University that they must be aware of and follow these policies of conduct. See http://www.goldenrule.sdes.ucf.edu/ for details.

Policy on Academic Dishonesty:

Academic dishonesty in any form will not be tolerated. Please make certain that all assignments and examinations are completed individually and that these assignments are completed for this course **only**. Please let me know if you have questions about this policy.

Disability Access Statement:

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Changes in the syllabus and/or schedule may be made at any time during the term. A revised syllabus may be issued at my discretion. Readings and assignments should be completed for the day listed.

Please contact me if you have any problems about the reading load, tips on getting the most from your reading, or the course in general. My office hours are listed above.

Schedule

Class Week	Assigned Reading	Assignments/Notes/Announcements
	Ethnic Democracy in the United States	
January 12-January 16	Course Syllabus	Syllabus Quiz due 1/16 11pm **Note: The syllabus quiz will not count toward your final grade. However, all students must complete the Syllabus Quiz in order to fulfill federal financial aid requirements.**
January 19-January 23	Wald and Calhoun-Brown Chapter 1 Wald and Calhoun-Brown Chapter 2	Wald and Calhoun-Brown Chapter 1 quiz due 1/21 11pm Wald and Calhoun-Brown Chapter 2 quiz due 1/21 11pm Discussion One Initial and Response Postings due 1/23 11pm
January 26-January 30	Wald and Calhoun-Brown Chapter 3 Wald and Calhoun-Brown Chapter 4	Wald and Calhoun-Brown Chapter 3 Quiz due 1/28 11pm Wald and Calhoun-Brown Chapter 4 Quiz due 1/28 11pm Internet Learning Module "Philanthropy" due 1/30 11pm
	The First Amendment, State Government, and the United States Supreme Court	
February 2-February 6	The Declaration of Independence of the United States of America The United States Constitution/Amendments 1 and 14	Internet Learning Module "Thomas Jefferson" due 2/6 11pm

	"Letter from the Danbury Baptist Association to Thomas Jefferson" (October 7, 1801) "Jefferson's Letter to the Danbury Baptists" (January 1, 1802) Thomas Jefferson, "A Bill for Establishing Religious Freedom"	
February 9-February 13	Dred Scott v. Sandford 60 U.S. 393 (1856)	Discussion Two Initial and Response Postings due 2/13 11pm
February 16-February 20	Locke v. Davey 540 U.S. 712 (2004)	Discussion Three Initial and Response Postings due 2/20 11pm Internet Learning Module "Locke v. Davey" due 2/20 11pm
February 23-February 27	U.S. Supreme Court case opinions: Reynolds v. U.S. 98 U.S. 1456 (1878) Davis v. Beason 133 U.S. 333 (1898) West Virginia Board of Education v. Barnette 319 U.S. 124 (1943) Engel v. Vitale 370 U.S. 421 (1962) Lemon v. Kurtzman 403 U.S. 602 (1971) Wisconsin v. Yoder 406 U.S. 205 (1972) Heffron v. International Society for Krishna Consciousness 452 U.S. 640 (1981)	Internet Learning Module, "Religious Freedom in an International Context" due 2/27 11pm

	Church of the Lukumi Babal U Aye, Inc. v. City of Hialeah, Florida 91 U.S. 948 (1993) Kiryas Joel School District v. Grumet 512 U.S. 637 (1994)	
	Religion and Political Behavior	
March 2- March 6	Wald and Calhoun-Brown Chapter 5 Wald and Calhoun-Brown Chapter 6	Wald and Calhoun-Brown Chapter 5 Quiz due 3/4 11pm Wald and Calhoun-Brown Chapter 6 Quiz due 3/4 11pm Internet Learning Module "Interest Groups" due 3/6 11pm
March 9-March 13	No Assigned Reading	***Enjoy your spring break!***
March 16- March 20	Wald and Calhoun-Brown Chapter 7 Wald and Calhoun-Brown Chapter 8	Wald and Calhoun-Brown Chapter 7 Quiz due 3/18 11pm Wald and Calhoun-Brown Chapter 8 Quiz due 3/18 11pm Internet Learning Module "Public Opinion" due 3/20 11pm
March 23- March 27	No Assigned Reading	Discussion Four Initial and Response Postings due 3/27 11pm March 24, 2015 11:59pm *University-wide Withdrawal Deadline*
March 30- April 3	Wald and Calhoun-Brown Chapter 9 Wald and Calhoun-Brown Chapter 10	Wald and Calhoun-Brown Chapter 9 Quiz due 4/1 11pm Wald and Calhoun-Brown Chapter 10 Quiz due 4/1 11pm Internet Learning Module "American Catholics" due 4/3 11pm
April 6- April 10	No Assigned Reading	Discussion Five Initial and Response Postings due 4/10 11pm
April 13- April 17	Wald and Calhoun-Brown Chapter 11	Wald and Calhoun-Brown Chapter 11 Quiz due 4/15 11pm

	Wald and Calhoun-Brown Chapter 12	Wald and Calhoun-Brown Chapter 12 Quiz 4/15 11pm
April 20- April 24	No Assigned Reading	Discussion Six Initial and Response Postings due 4/24 11pm
April 27- May 1 **WEDNESDAY**		Internet Learning Module "Congress" due 4/29 11pm **WEDNESDAY** **NOTE THE DAY**

Grading Procedures

Final grades are determined through the use of the following letter grades: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F. Grades of A+, F+ and F- are not used.

Numerical grades compute into letter grades as follows:

Grade	Score Range
A	95 and up
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

Numerical grades will be determined for all examinations and discussion questions, and then converted to letter grades as noted above. Once letter grades have been determined for all assessments, letter grades are associated with the following scale:

Grade	Associated Score
A	11
A-	10
B+	9
B	8
B-	7
C+	6
C	5
C-	4

D+	3
D	2
D-	1
F	0

Using this scale, weights are assigned based on the syllabus. All of your scores are then determined and weighted accordingly. This overall score is then divided by 100 and applied to the 0-11/A-F grading scale above. **Note:** Grades are not rounded.

For example, if the modules average is 85 (B), then 8 (which corresponds to B above) is then multiplied by 35 (representing 35% of the grade). All of your scores are then determined and weighted accordingly. This overall score is then divided by 100 and applied to the 0-11/A-F grading scale above.

Here is an example for a sample student:

Discussion Grade	A	30x11	(30% x 11 (A))	=	330 points
Modules Grade	B	45x8	(45%x8 (B))	=	360
Quizzes	B+	25x9	(25%x9 (B+))	=	180
Total					870/100=8.7
Grade					B (8.7 is closest to 8, which is a B).