Syllabus and Schedule

POT 4632-0W57
Religion and Politics

Dr. Terri Susan Fine
Summer 2017

Section	Location	Credit Hours
DW59	World Wide Web	3

Instructor Contact:

Instructor	Dr. Terri Susan Fine Professor of Political Science Associate Director, Lou Frey Institute of Politics and Government
Office	Main office: Political science department (Phillips Hall 302K) Second office: Lou Frey Institute (Orlando Tech Center, 12443 Research Parkway, 400 Building, Suite 406)
Office Hours	By appointment; Note: Appointments are available in the political science department and at the Lou Frey Institute in the Research Park (easy parking and no parking permit needed). The #9 UCF Shuttle will take you to the Lou Frey Institute (Stop #2 —Florida Institute of Government stop; the Florida Institute of Government is in the same building as the Lou Frey Institute), or we can meet by telephone.
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	https://webcourses.ucf.edu/courses/1259916

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.

Assigned Readings

Course Text: 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: 1442225548 or 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:

The readings are available on the course home page; only these readings may be used to complete course assignments (and not versions otherwise available online).

The Declaration of Independence of the United States of America
The United States Constitution (Amendments 1 and 14)

Danbury Baptist Association Letter to Thomas Jefferson (October 7, 1801)
Thomas Jefferson Letter to the Danbury Baptist Association (January 1, 1802)

Thomas Jefferson, "A Bill for Establishing Religious Freedom" (1786)

U.S. Supreme Court Case Opinions:

The U.S. Supreme Court case opinions are available on the course home page; only these opinions may be used to complete course assignments (and not versions otherwise available online).

Church of the Lukumi Babal U Aye, Inc. v. City of Hialeah, Florida 91 U.S. 948 (1993)
Davis v. Beason 133 U.S. 333 (1898)
Dred Scott v. Sandford 60 U.S. 393 (1856)
Engel v. Vitale 370 U.S. 421 (1962)
Heffron v. International Society for Krishna Consciousness 452 U.S. 640 (1981)
Kiryas Joel School District v. Grumet 512 U.S. 637 (1994)
Lemon v. Kurtzman 403 U.S. 602 (1971)
Locke v. Davey 540 U.S. 712 (2004)
Reynolds v. U.S. 98 U.S. 1456 (1878)
West Virginia Board of Education v. Barnette 319 U.S. 124 (1943)
Wisconsin v. Yoder 406 U.S. 205 (1972)

Assessment

Grades 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.

Grades will be determined as follows:

Internet Learning Modules (8)	250 points each
Quizzes (12) **(Note: The syllabus quiz score is not factored into the overall quiz score or the final grade)**	100 points each
Discussions (6)	100 points each

Grading Procedures

Final grades are based on the overall accumulated points. Numerical grades compute into letter grades as follows. Note that the required number of points required allows missed work. For example, an A- requires earning 89% of available points.

Letter Grade	Accumulated Points	Minimum Percent of Points Required to Earn

		that Grade Level
A	3500 and higher	92%
A-	3375-3499	89%
B+	3250-3374	85%
B	3125-3249	82%
B-	3000-3124	79%
C+	2875-2999	75%
C	2750-2874	72%
C-	2625-2749	69%
D+	2500-2624	66%
D	2375-2499	62%
D-	2250-2374	59%
F	2249 and lower	

Assignment Specifications

Assignment Type	**Specifications**
Chapter Quizzes	1. Chapter quizzes are open for one week before the deadline 2. Quizzes are due no later than 11pm on the due date 3. Two attempts are provided for each quiz; the higher of the two scores, whether the first or second attempt, will count toward your overall quiz grade (and not the average of the two).
Discussions	1. All discussion submissions are due no later than 11pm on the due date. 2. Discussions are completed in three parts. The first part is a two paragraph response (at least three substantial sentences per paragraph) to the question posted on the course discussion board. Each paragraph must include at least three substantial sentences. The response to the question on the course discussion board is called the "Initial Posting". The Initial Posting requires at least two cited quotes from the assigned course readings to be eligible for credit. 3. The second and third parts of the discussions are one paragraph (at least three substantial sentences per paragraph) responses to at least two other Initial Posting responses posted by your student colleagues in the class. These are the "Response Postings". 4. A professional presentation is critically important. Five or more typographical errors for any full discussion (the Initial Posting and the two Response Postings) will result in no credit earned for that

	discussion. 5. Discussion credit is earned (full credit for the discussion) or not earned (no credit for the discussion). Partial credit is not awarded for any discussion. 6. To earn discussion credit, complete the Initial Posting and the two Response Postings, cite and proofread as assigned, cohere to paragraph length requirements, and submit the discussion on time.
Internet Learning Modules	Rubrics are provided at the end of each module.

All assignments are due on the day and time posted; late assignments may be submitted with prior arrangement with the instructor and submission of documentation explaining the emergency that prevented submitting the assignment on time. 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. Granting extensions on assignments is solely up to the discretion of the instructor.

Recorded Final Grades

This course utilizes plus/minus grading. The recorded final grade will be one of the following: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F. There will be no A+, F+ or F-.

Grade	Grade Points	Grade	Grade Points
A	4.0	C	2.0
A-	3.75	C-	1.75
B+	3.25	D+	1.25
B	3.0	D	1.00
B-	2.75	D-	.75
C+	2.25	F	0

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

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.

Accessibility Statement:

The University of Central Florida is committed to providing reasonable accommodations for all persons requiring accommodation. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Accessibility Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor. Once you are registered with SAS be in touch so that we can collaborate on promoting your course success.

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.

Schedule

Class Week	Assigned Reading	Assignments/Notes/Announcements
May 15, 12am to May 19, 11pm	Course Syllabus	Syllabus Quiz due May 19 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.**
May 19, 11pm-May 26, 11pm	Wald and Calhoun-Brown Chapter 1 Wald and Calhoun-Brown Chapter 2 Wald and Calhoun-Brown Chapter 3 Wald and Calhoun-Brown Chapter 4	Wald and Calhoun-Brown Chapter 1 quiz due 5/26 11pm Wald and Calhoun-Brown Chapter 2 quiz due 5/26 11pm Wald and Calhoun-Brown Chapter 3 Quiz due 5/26 11pm Wald and Calhoun-Brown Chapter 4 Quiz due 5/26 11pm Discussion One initial posting due 5/26 11pm
May 26, 11pm-June 2, 11pm	The Declaration of Independence of the United States of America The United States Constitution/Amendments 1 and 14 "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"	Internet Learning Module "Philanthropy" due 6/2 11pm Internet Learning Module "Thomas Jefferson" due 6/2 11pm Discussion One response postings due 6/2 11pm Discussion Two initial posting due 6/2 11pm
June 2, 11pm-June 9, 11pm	Dred Scott v. Sandford 60 U.S. 393 (1856) Locke v. Davey 540 U.S. 712 (2004)	Discussion Two response postings due 6/9 11pm Discussion Three initial posting due 6/9 11pm Internet Learning Module "Locke v. Davey" due 6/9 11pm

June 9, 11pm- June 16, 11pm	U.S. Supreme Court case opinions (Available on course home page): 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) 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)	Internet Learning Module, "Religious Freedom in an International Context" due 6/16 11pm Discussion Three response postings due 6/16 11pm
June 16, 11pm- June 23, 11pm	Wald and Calhoun-Brown Chapter 5 Wald and Calhoun-Brown Chapter 6 Wald and Calhoun-Brown Chapter 7 Wald and Calhoun-Brown Chapter 8	Wald and Calhoun-Brown Chapter 5 Quiz due 6/23 11pm Wald and Calhoun-Brown Chapter 6 Quiz due 6/23 11pm Wald and Calhoun-Brown Chapter 7 Quiz due 6/23 11pm Wald and Calhoun-Brown Chapter 8 Quiz due 6/23 11pm Internet Learning Module "Abortion Interest Groups" due 6/23 11pm Internet Learning Module "Public Opinion" due 6/23 11pm

		Discussion Four initial posting due 6/23 11pm
June 23, 11pm- June 30. 11pm	Wald and Calhoun-Brown Chapter 9 Wald and Calhoun-Brown Chapter 10 Wald and Calhoun-Brown Chapter 11	Wald and Calhoun-Brown Chapter 9 Quiz due 6/30 11pm Wald and Calhoun-Brown Chapter 10 Quiz due 6/30 11pm Wald and Calhoun-Brown Chapter 11 Quiz due 6/30 11pm Internet Learning Module “American Catholics” due 6/30 11pm Discussion Four response postings due 6/30 11pm Discussion Five initial posting due 6/30 11pm
June 30, 11pm- July 7, 11pm	Wald and Calhoun-Brown Chapter 12	Wald and Calhoun-Brown Chapter 12 Quiz due 7/7 11pm Discussion Five response postings due 7/7 11pm Discussion Six initial posting due 7/7 11pm
July 7, 11pm- July 14, 11pm	No Assigned Reading	Discussion Six response postings due 7/14 11pm Internet Learning Module “Congress” due 7/14 11pm