Syllabus and Schedule

POT 4632-OW60
Religion and Politics

Dr. Terri Susan Fine
Spring 2020

Section	Location	Credit Hours
0W59	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	Tuesday, 9:30am-11:45am and 1:15pm-3pm Also available by appointment at two locations: PH 302K and Lou Frey Institute (UCF Research Park), or by telephone or SKYPE **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	https://webcourses.ucf.edu/courses/1344563

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 (8th edition) by Kenneth Wald and Allison Calhoun-Brown. Rowman & Littlefield Publishers, Inc.; ISBN-13: 978-1538105139
Note: It is critically important that you purchase the 8th 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
A	3500 and higher
A-	3375-3499
B+	3250-3374

B	3125-3249
B-	3000-3124
C+	2875-2999
C	2750-2874
C-	2625-2749
D+	2500-2624
D	2375-2499
D-	2250-2374
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. A. **PART ONE-INITIAL POST**: A one paragraph response to the prompt 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 assigned for that discussion to be eligible for credit. B. **PART TWO-RESPONSE POST ONE:** The second part of the discussion is a one paragraph (at least three substantial sentences) response to one other Initial Posting response posted by another student in the class. C. **PART THREE-RESPONSE POST TWO:** The third part of the discussion is a one paragraph (at least three substantial sentences) response to one other Initial Posting response posted by another student in the class. 3. 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. 4. Discussion credit is earned (full credit for the discussion) or no credit (0 points for the discussion). 5. 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 before or after 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 at 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:

University Policies

Academic Integrity:

Students should familiarize themselves with UCF's *Rules of Conduct*. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.

Commercial use of academic material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

Falsifying or misrepresenting the student's own academic work including:

Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
Helping another violate academic behavior standards.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices".

Responses to Academic Dishonesty, Plagiarism, or Cheating:

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation consult *The Golden Rule*.

Course Accessibility Statement:

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement for Students in Online-Only Courses:

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

Students with special needs related to emergency situations should speak with their instructors outside of class.

Make-Up Assignments for Authorized University Events or Co-curricular Activities:

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that

event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied.

Religious Observances:

Students must notify their instructor in advance if they intend to miss class or an assignment deadline for a religious observance. One week advance notice is required at which point we will negotiate appropriate deadlines for assessments that will be missed.

Deployed Active Duty Military Students:

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Schedule

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.

Class Week	Assigned Reading	Assignments/Notes/Announcements
January 6, 12am to January 10, 11pm	Course Syllabus	Syllabus Quiz due January 10 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 10, 11pm-January 17, 11pm	Wald and Calhoun-Brown Chapter 1 Wald and Calhoun-Brown Chapter 2	Wald and Calhoun-Brown Chapter 1 quiz due 1/17 11pm Wald and Calhoun-Brown Chapter 2 quiz due 1/17 11pm
January 17 11pm-January 24 11pm	Wald and Calhoun-Brown Chapter 3 Wald and Calhoun-Brown Chapter 4	Wald and Calhoun-Brown Chapter 3 Quiz due 1/24 11pm Wald and Calhoun-Brown Chapter 4 Quiz due 1/24 11pm Discussion One initial posting due 1/24

		11pm
January 24 11pm- January 31 11pm	No Assigned Reading	Internet Learning Module "Philanthropy" due 1/31 11pm Discussion One response postings due 1/31 11pm
January 31 11pm- February 7 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 "Thomas Jefferson" due 2/7 11pm Discussion Two initial posting due 2/7 11pm
February 7 11pm- February 14 11pm	Dred Scott v. Sandford 60 U.S. 393 (1856)	Discussion Two response postings due 2/14 11pm
February 14 11pm- February 21 11pm	Locke v. Davey 540 U.S. 712 (2004)	Discussion Three initial posting due 2/21 11pm Internet Learning Module "Locke v. Davey" due 2/21 11pm
February 21 11pm- February 28 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	Internet Learning Module, "Religious Freedom in an International Context" due 2/28 11pm Discussion Three response postings due 2/28 11pm

	(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)	
February 28 11pm- March 6 11pm	Wald and Calhoun-Brown Chapter 5 Wald and Calhoun-Brown Chapter 6	Wald and Calhoun-Brown Chapter 5 Quiz due 3/6 11pm Wald and Calhoun-Brown Chapter 6 Quiz due 3/6 11pm Internet Learning Module "Abortion Interest Groups" due 3/6 11pm
March 6 11pm- March 13 11pm	No Assigned Reading	**Enjoy your Spring Break**
March 13 11pm- March 20 11pm	Wald and Calhoun-Brown Chapter 7 Wald and Calhoun-Brown Chapter 8	Wald and Calhoun-Brown Chapter 7 Quiz due 3/20 11pm Wald and Calhoun-Brown Chapter 8 Quiz due 3/20 11pm Internet Learning Module "Public Opinion" due 3/20 11pm Discussion Four initial posting due 3/20 11pm
March 20 11pm- March 27	Wald and Calhoun-Brown Chapter 9 Wald and Calhoun-Brown Chapter	Wald and Calhoun-Brown Chapter 9 Quiz due 3/27 11pm Wald and Calhoun-Brown Chapter 10 Quiz

11pm	10	due 3/27 11pm Internet Learning Module “American Catholics” due 3/27 11pm Discussion Four response postings due 3/27 11pm
March 27 11pm- April 3 11pm	Wald and Calhoun-Brown Chapter 11	Wald and Calhoun-Brown Chapter 11 Quiz due 4/3 11pm Discussion Five initial posting due 4/3 11pm
April 3 11pm- April 10 11pm	Wald and Calhoun-Brown Chapter 12	Wald and Calhoun-Brown Chapter 12 Quiz due 4/10 11pm Discussion Five response postings due 4/10 11pm
April 10 11pm- April 17 11pm		Discussion Six initial posting due 4/17 11pm Internet Learning Module “Congress” due 4/17 11pm
April 17- April 24		Discussion Six response postings due 4/24 11pm