

RELS 162: Religion & Political Controversy in the U.S. (Fall 2024)

Instructor:	Dr. Lee Gilmore (she/her)
Email:	lee.gilmore@sjsu.edu
Office Location/Hours:	Tuesdays 2pm-3pm, via Zoom . See <i>Course Home Page</i> on Canvas for link. (I'm also available by appointment via Zoom; I live in Oregon & teach online only.)
Class Days/Time/ Course Format:	This course is fully online & asynchronous ("Mode 01"). Four optional Zoom Meetings will be held live (& recorded). See <i>Assignments: Extra Credit Zoom Meetings</i> on Canvas & <i>Course Schedule</i> below for dates & more info.
Canvas Classroom:	https://sjsu.instructure.com/courses/1595813
Prerequisites:	Completion of Core GE Requirements; WST passed; 100W completed or concurrent enrollment; upper division standing (60 units)
GE/SJSU Studies Category:	Area "S" - Self, Society and Equality in the United States.
SJSU Catalogue Description:	Contemporary problems (e.g., ecology, abortion, war, gender, sexuality and race) as interpreted by a diverse range of American ethno-religious groups.
Land Acknowledgement:	The San José State University community recognizes the importance of this land to the Indigenous Muwekma Ohlone people of this region, and consistent with our principles of community and diversity strives to be good stewards on behalf of the Muwekma Ohlone Tribe whose land we occupy.

General Education Area S: Self, Society and Equality in the U.S.

SJSU Studies courses -- Areas R, S, and V -- help students integrate knowledge between and among disciplines. In Area S courses, students study the interrelationships of individuals, racial groups, and cultural groups to understand and appreciate issues of equality, structured inequality and justice in the United States. By exploring different perspectives and helping students articulate and discuss their own values, Area S courses prepare students to live and work responsibly and cooperatively in a multicultural society.

GE Area S Learning Outcomes

Upon successful completion of an Area S course, students shall be able to:

- 1. Describe how identities are shaped by cultural and societal influences within contexts of equality and inequality. Examples include, but are not limited to, race, ethnicity, gender identity, gender expression, sexual orientation, religion, disability status, age, generation, regional origin, national identity, language, intersectionalities;**

Students will describe how diverse religious, racial, ethnic, class, sexual, gender and gender identities/communities have been shaped by struggles for equality & social justice and legacies of inequality in American religious & political history.

GE Area V Course Learning Outcomes (continued)

2. **Analyze historical, economic, political, or social processes that shape diversity, equality, and structured inequalities in the U.S. and reflect on one's own identities and positions within these structures;**

Students will analyze the historical, social, cultural, 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. **Evaluate social actions which have or have not led to greater equality and social justice in the U.S.; and**

Students will evaluate the history of religiously grounded political activism that has led to greater equality and social justice in the U.S. — and that has also sometimes been used to suppress equality and social justice — especially in the context of the history of contemporary controversies around religion, race, ethnicity, class, gender, gender identity, and sexual orientation.

4. **Engage in constructive interactions about social issues in the U.S. within the framework of equality and inequalities.**

Students will engage with the history and cultural/social context of controversies surrounding religion and politics in the United States — and will also evaluate and articulate their own values and identities — in order to recognize, appreciate, and be better prepared to contribute to responsible, cooperative, and constructive interactions between people from different religious, cultural, racial, and ethnic groups.

Writing Requirement

The minimum writing requirement is 3,000 words in a language and style appropriate to the discipline. Written assignments will give students practice and feedback throughout the semester.

Course Goals

Upon successful completion of this course, students will have demonstrated their understanding of the Area S Learning Outcomes by:

- *Researching the current landscape of religious and political controversies in the U.S. by keeping a weekly Media Journal.*
- *Remembering and describing key concepts and individuals from the history of religion and politics via Quizzes, Written Assignments, and a Final Test.*
- *Examining, explaining, and analyzing the historical, cultural, and religious contexts of current religious and political controversies via Written Assignments.*
- *Demonstrating their understanding of the consequences of these historical, cultural, and religious contexts for our current religious and political landscape — as well as their own positionality in these context — via Written Assignments and a Final Essay.*

Readings & Other Required Media

Required Readings & Videos

You do not need to purchase any books for this class, as all assigned readings will be available via our Canvas course site as pdfs, webpages, or via the SJSU library. However, we will read the entirety of a book by Anthea Butler, *White Evangelical Racism: The Politics of Morality in America*. It is available without cost via pdfs on our Canvas site and/or via the SJSU Library. But if you wish to purchase a paper copy (or kindle or audio book), you may do so via most booksellers, including the SJSU Spartan Bookstore. (See *Course Schedule* below for details.)

Technology Requirements

In order to participate in and pass this class, you will need to ensure that you will have access to an internet-enabled computer or tablet a minimum of 9 hours per week. (See *University Policies* below.) You are expected log in to our course a (bare) minimum of once a week, and logging in more frequently is highly recommended. You will use this time to complete online readings and watch required videos, complete required quizzes and written assignments, and attend (or watch recordings of) Zoom meetings.

Readings & Other Required Media (continued)

Technology Requirements (continued)

It is also strongly recommended that your computer or tablet be running the most recent available operating system and other software. (I do not recommend trying to complete this course on a phone.)

- Canvas System Requirements: <https://guides.instructure.com/m/67952/l/720329-what-are-the-browser-and-computer-requirements-for-canvas>
- Zoom System Requirements: <https://support.zoom.us/hc/en-us/articles/201362023-System-Requirements-for-PC-Mac-and-Linux>

How to Use Canvas & Get Tech Support

For help with using Canvas see [Canvas Student Resources page \(https://www.sjsu.edu/ecampus/software-tools/teaching-tools/canvas/student-resources/index.php\)](https://www.sjsu.edu/ecampus/software-tools/teaching-tools/canvas/student-resources/index.php)

- **There is also a searchable Canvas Student Guide:** <https://guides.instructure.com/>
- Additional resources and help docs can be found via the **SJSU e-Campus:** <https://www.sjsu.edu/learnanywhere>
- If those links don't fully address your needs, you can submit an **iSupport ticket** and you will receive a response back promptly from SJSU support personnel. See: <https://www.sjsu.edu/it/support/service-desk/help-ticket.php>
- **In Canvas, you can also click on the Question Mark icon on the far left-hand nav bar for help options**

Library Research Guides & Liaison

Research Guide: [Religious Studies Resources](#)

Research Guide: [For Online Students](#)

Liaison: Lauren DeCelle, lauren.decelle@sjsu.edu

Course Policies

Late Policy

HERE'S THE DEAL: The regular DUE DATE & TIME for Quizzes and Media Journals is MIDNIGHT ON SUNDAYS. And the DUE DATE & TIME for Written Assignments is NOON ON WEDNESDAYS. (FYI, staggering the schedule so that Quizzes and Media Journals are due on Sundays at midnight and Written Assignments are due on Wednesdays at noon is just about me trying to balance my workload.) **Ideally, you should plan to the assignments sometime during the week BEFORE the last minute on Sunday nights or Wednesday afternoons.** You are expected to complete all assignments by the posted due dates, because the course runs much more smoothly for everyone that way and I recommend putting all due dates in your own calendar and planning your regular schedules ahead of time in order to meet the weekly deadlines, while also accommodating your other commitments as needed.

However, I do accept most late assignments and there is always a 24-hour grace period before I may start subtracting late penalties (up to -1 point per day for Quizzes & Media Journals, up to -2 points per day for Written Assignments, and up to -10 points per day for the Final Essay). However, while Quizzes and Written Assignments can be submitted very late if absolutely necessary (up until the final cutoff date/time of MON DEC 9 @ NOON), weekly Media Journal entries will NOT be accepted after the week in which they are due (so if you miss a week, just move on to the next Media Journal assignment the following week).

This means that you always have some wiggle room on the deadlines for the weekly assignments, so don't stress out about submitting them exactly by the deadline (i.e. 12:01 am, 2:00 am or even 10:00 am the next morning is all fine). You also do not need to email me to request extensions or report late assignments within the 24-hour grace period. But after that, late penalties may apply and checking in is appreciated. **I will waive late penalties in the case of illness or other emergencies.**

FAIR WARNING: do not abuse this policy. If you make a regular habit of submitting late assignments, you may very quickly fall behind and find it difficult to complete the course adequately. And although a few deducted points are very unlikely to make a difference in your final grade (see *Grading Information: Determination of Grades* below), too many subtracted points from too many late assignments can add up fast and dramatically reduce your final grade.

FINALLY, PLEASE NOTE: it is NOT possible to adequately complete all material in this class at the last minute. AND NO late Quizzes, Media Journals, or Written Assignments will be accepted after MON DEC 9 AT *NOON*. This is a firm boundary. So, if you are having difficulty keeping up with the assignments and deadlines for ANY reason, PLEASE check in with me about it sooner rather than later.

Course Policies (continued)

Academic Integrity Policy (and a rant about AI)

Please understand that **ANY attempt to pass off material not actually written by yourself — including material written by another person, or by an artificial so-called "intelligence" (AI) or "Large Language Model" (LLM) such as ChatGPT (among others) — or submitting work in which ANY unacknowledged material not actually written by yourself appears is an act of academic dishonesty, and will result in a failing grade for that assignment (unless sufficiently revised). Work with a high turnitin.com AI detection score will be considered to have been AI-generated and revision will be required.** Depending on severity, plagiarized and/or AI-generated work may also result in a failing grade for the course or even expulsion from SJSU. (Submitting papers written for previous classes without prior permission is also a violation of academic integrity.)

Plagiarism means **copying words from any source without placing those words in “quotation marks” and providing a citation.** You are strongly encouraged to directly quote from assigned sources in your writing for this class, but you **MUST** put all passages from the readings (or any other source) in quotation marks and include a citation, otherwise it is plagiarism, *even if the error was unintentional.* Copying/pasting too quickly without adding quotation marks and a citation — &/or paraphrasing too closely — are among the main ways that plagiarism occurs.

As to AI, I do understand the pressure many of you are under, and therefore understand the potential temptation to turn to artificial so-called "intelligence" for help. I also understand that there may be ways to utilize this new technology that has value. However, in the context of a college course with a heavy writing requirement (like this one), using an artificial so-called "intelligence" (instead of your own authentic human intelligence) is fraudulent.

By definition and by design, AI programs are plagiarism machines, because they were "trained" on published writing by human authors without the permission of those authors in the vast majority of cases. Furthermore, **there is no actual intelligence in AI, only artificiality.** AI/LLMs can convincingly mimic human writing, but because these computer programs possess no actual intelligence — or actual understanding of the key ideas and specific religious issues and history we will be studying in this class — **AI cannot be relied upon to spit out accurate information.** An additional serious problem I want to help make you all aware of is that AI is incredibly resource intensive. ChatGPT alone uses the equivalent of nearly 180,000 household's worth of electricity every day and each request uses an estimated half-liter of water.

Furthermore, using AI in the context of a class like this one is ultimately only cheating yourself. **Per SJSU requirements, this is a Writing Practice course which means that you need to do the writing yourself.** Writing is a skill that you can only get better at with practice and feedback, so such short cuts are only depriving yourself of that opportunity. Using AI to do your writing for you is like asking a robot to lift weights for you. The weights might move up and down, but you will see no gains. So, if you get stuck working on any of your written assignments for this class, please ask me for help — or visit the Writing Center — before resorting to plagiarism or artificial "intelligence."

Finally, ALL written assignments for this course — including the Written Assignments and the Final Essay — will be checked for plagiarism and AI via turnitin.com (as well as by my own experienced eyes: AI is often easy to spot, like the difference between golf course and natural meadow). Per SJSU policy, all serious incidents of academic dishonesty must be reported to the office of Student Conduct and Ethical Development. And see *Academic Integrity Policy* page on Canvas for more resources and tips on how to avoid plagiarism.

University Policies

University Policies

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week, i.e. 9 hours per week for this course) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Per University Policy S16-9, relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on Syllabus Information web page (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

Grading Information

Upper Division GE Courses (Areas R, S, V)

Passage of the Writing Skills Test (WST) or the WST Directed Self Placement 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.

Determination of Grades (100% = 1000 points)

A+	1000-975	B+	899-875	C+	799-775	D+	699-650
A	974-925	B	874-825	C	774-725	D	649-600
A-	924-900	B-	824-800	C-	724-700	F	less than 600

Total Assignment Points Possible

- 150 = Weekly Media Journals (15 @ up to 10 points each)
- 400 = Quizzes (23 @ up to 10-30 points each)
- 250 = Written Assignments (4 @ up to 50-100 points each)
- 200 = Final Essay (1 @ up to 200 points)
- +40 = Optional Extra Credit (up to 40 points of extra credit available for attending & participating, or watching & summarizing, optional Zoom Meetings)

My Grading Philosophy

As far as I am concerned, grades are simply a measure of whether or not a person "did the thing" and are NOT a reflection of anyone's innate intelligence or moral character. In this case, "the thing" being measured is completing the assignments as laid out in this syllabus, and according to the standards specified in the rubrics that are attached to each assignment in Canvas. (And for more specifics about what I am looking for in the weekly assignments and tips to boost those scores, please see *Assignment Rubrics Explained + Other Tips* on Canvas.)

To a significant extent, your grade will be based on my assessment of how much effort you put into this class. This means that simply getting the assignments in on time (within reason, see the *Late Policy* above), and following the directions accurately and completely should be more than sufficient to pass this class with a C. **The more evidence of effort, polish, curiosity, and rigorous thinking I see in your work, the more that translates into Bs & As.** (Also see *Be a Participant, Not a Spectator* above.)

The only way to fail this class is to not complete enough assignments (or to commit academic dishonesty, see the *Academic Integrity Policy* above). You need to stay on top of the schedule and deadlines and not fall behind, as it is neither acceptable nor humanly possible to satisfactorily complete all of the course assignments at the last minute. (See the *Late Policy*.) If you run into any difficulties that could interfere with your ability to complete the assignments within a reasonable time frame, please reach out to me ASAP. I am committed to doing whatever I can to support people in passing this class, but my own ability to do so is seriously limited if you don't reach out before it's too late.

Course Requirements & Assignments

Media Journals (up to 10 points per week, up to 150 points total)

One of the regular assignments in this class is to follow reliable sources for news and to keep a weekly Media Journal. Every week, you should log a (bare) minimum of one article (or podcast, broadcast, or video) from reliable sources relevant to current events concerning religion and politics. You are also encouraged to log more than one article a week (there is likely to be a lot going on out there this fall!) although only the bare minimum of one is required. Each entry should include a URL (web link) and a brief summary of the key points in that article (etc), including a brief discussion of its connection with religion, politics, and (whenever possible) the themes and content of this course. Each entry and summary should be between 50-100 words. For more details (including recommended sites/media outlets to follow) see *About Media Journals* on Canvas and the *Assignment Rubrics Explained + Other Tips* google doc.

Course Requirements & Assignments (continued)

Quizzes (23 @ up to 400 points total)

Most weeks in this class, you will have at least one or more Quizzes to complete. Try to approach these Quizzes more as exercises or study guides that are intended to facilitate a close reading of the assigned texts (and/or videos), rather than as "tests." **All Quizzes in this class are open book** which means there's nothing to keep you from referring back to the reading (and/or videos & podcasts), and in fact I encourage you to do so. There is also **no time limit**, although there is a due date (see *Late Policy* above). You are also free to complete these Quizzes in multiple sittings if needed (Canvas will save your progress). Questions will be multiple choice, matching, true/false, or short answer, and are worth between **10-30** points each. Also see *About Quizzes* on Canvas.

Written Assignments (4 @ up to 50-100 points each, 250 points total)

Four times this semester, you will reflect on the ideas and contexts from the readings and videos, responding to prompts on Canvas. For more details, see *Written Assignments* on Canvas and the *Assignment Rubrics Explained + Other Tips* google doc.

Final Essay: Looking Back & Moving Forward (up to 200 points total)

The Final Essay will demonstrate your ability to think critically about the cultural and historical contexts of the issues we have studied in this course, including reflecting on your own values, identities, and social/cultural positions in relation to religion and political controversies in the U.S. How has this course prepared you to recognize, appreciate, and contribute to constructive interactions between people from different religious, cultural, racial, ethnic, class, and gendered backgrounds and identities? And how can we all contribute to responsibly and cooperatively moving our nation forward at this moment of heightened controversy and division surrounding religion and politics?

- The Final Essay should be ~3-5 pages long (1000-1500 words)
- The Final Essay is **DUE by WEDS DEC 11 @ *NOON*** and is worth up to 200 points
- For more details, see *Assignments: Final Essay* on Canvas and the *Assignment Rubrics Explained + Other Tips* google doc.

EXTRA CREDIT: Optional Zoom Meetings (up to 40 points of Extra Credit available)

Four times this semester, I will hold live Zoom Meetings. These optional (but recommended) sessions are an opportunity to discuss the readings, ask questions, and get a better understanding of core issues and concepts. You can earn up to 10 points of extra credit each for attending AND participating in these Zoom sessions. **COME PREPARED TO PARTICIPATE IN THE CHAT AND WITH QUESTIONS TO DISCUSS ABOUT THE MATERIAL.**

It is highly recommended that you attend and participate in as many live Zoom Meetings as possible. The more you participate and interact, the more you will get out of the experience, and the more credit you will ultimately earn. However, because I know that your schedules can be complicated, all Zoom Meetings will be recorded and available to watch after the session. **If you cannot attend any of the sessions in real time, you may still earn the extra credit by watching the recordings, writing a short summary of what was discussed, and emailing that to me within one week of each meeting.**

FYI, it is also okay in this class if you join these sessions a little late, or need to leave a little early. Unlike a regular classroom, you can always go back and watch the recording of the portion you missed, and it's also not as disruptive when people join a Zoom Meeting late as it is when they walk into a regular classroom late. You do need to attend for at least one full hour for it to count for towards the full 10 points of extra credit, but I'll make a note for at least partial extra credit if you show up for at least some portion of the time.

See *Course Schedule* below for dates and times. NOTE: It is possible that some of the dates/times may need to shift, pending unpredictable elements in my schedule. But I will do my best to stick to this plan and provide ample notice if I must reschedule things. Also see *About Extra Credit Zoom Meetings* on Canvas.

FALL 2024 Course Schedule (RELS 162)

**NOTE: PLEASE SEE THE LATE POLICY ABOVE
FOR IMPORTANT INFO ABOUT DUE DATES & DEADLINES**

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
UNIT 1: INTRODUCTION	
<p>MODULE 1: WED AUG 21 - SUN AUG 25</p>	<p><u>Welcome to Religion & Political Controversy in the U.S.</u></p> <p><u>Required Readings & Videos:</u> This Syllabus Lecture Notes: Prof Gilmore's Introduction to the Course (google slides) Learn How to Spot Misinformation (via SJSU Library)</p> <p><u>Optional (but Recommended) Readings:</u> "Fake or Real? How to Self-Check the News & Get the Facts" (NPR, 2016) "How to Spot Fake News" (Factcheck.org)</p> <p><u>Assignments/Activities:</u> QUIZ (1): Media Literacy DUE by SUN AUG 25 @ MIDNIGHT (FYI: I will waive late penalties on this assignment for a week, since I know we are just getting rolling and some of you may still be "shopping" for classes. But get started on this short Quiz as soon as you can. Also see Late Policy above.) START MEDIA JOURNALS (these are not actually DUE until next week, but I also recommend going ahead and starting these ASAP) ZOOM MEETING (1): THU AUG 22 @ 7:00 - 8:30 pm</p>
<p>MODULE 2: MON AUG 26- SUN SEP 1</p> <p>FRI AUG:30 MY.SJSU WAITLIST ENDS</p>	<p><u>Intro to Academic Study of Religion</u></p> <p><u>Required Readings:</u> Lecture Notes: Intro to Academic Study of Religion (google slides) Moore, "Our Approach" (Harvard Religion & Public Life, 2022) (pdf)</p> <p><u>Required Videos:</u> via Harvard Center for Religion & Public Life:</p> <ul style="list-style-type: none"> • "Faces of Religious Diversity" (2 mins) • "Misunderstandings About Religion & Core Principles" (2 mins) • "The Cultural Studies Approach & Situatedness" (2 mins) • "Religious Nationalism and Secular Nationalism" (4 mins) • "Three Types of Violence" (2 mins) <p><u>Optional (but Recommended) Video & Podcast:</u> Goodwin & Morgenstein-Fuerst, "You might be done with religion, but religion is not done with you" (Keeping It 101: A Killjoy's Introduction to Religion Podcast, 2020) Green, "On Religion (Redux)" (Vlogbrothers, 2.5 mins)</p> <p><u>Assignments/Activities:</u> QUIZ (2) Intro to Religious Studies DUE by SUN SEP 1 @ MIDNIGHT MEDIA JOURNAL (1): Complete Weekly Log by SUN SEP 1 @ MIDNIGHT</p>
	<p>UNIT (1) WRITTEN ASSIGNMENT: Intros & Questions DUE by WED SEP 4 @ NOON</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
UNIT 2: HISTORY OF RELIGIOUS DIVERSITY IN U.S.	
<p>MODULE 3: TUE SEP 3 - SUN SEP 8</p> <p>MON SEP 2: LABOR DAY (campus closed)</p>	<p><u>History of Religious Diversity in America (Part 1)</u></p> <p><u>Required Readings:</u> Lecture Notes: History of Religious Diversity in America, Part 1 (google slides) Pluralism Project, Historical Perspectives: Natives & Settlers to U.S. Founding (pdf)</p> <ul style="list-style-type: none"> • First Encounters: Native Americans and Christians; Establishment or Tolerance?; The "Free Exercise" of Religion; African Religion in America <p><u>Required Videos:</u> PBS God in America, Episode 1: The New Adam (1 hour) PBS God in America, Episode 2: The New Eden (1 hour)</p> <p><u>Optional (but Recommended) Readings:</u> American Exceptionalism (Encyclopedia Britannica) (pdf) Pluralism Project, More Historical Perspectives: Native Americans & Muslims (pdf)</p> <ul style="list-style-type: none"> • Millennia of Religious Diversity; Myth of the "Vanishing Indian"; The First American Muslims; Early American Mosques <p>"People and Ideas: Early American Groups: Pilgrims, Puritans, Pueblos" (PBS, 2010) "The Jefferson Bible" (via Smithsonian Institution) Study Guide: PBS God in America, The New Adam (Episode 1) Study Guide: PBS God in America, The New Eden (Episode 2)</p> <p><u>Assignments/Activities:</u> QUIZ (3.1) Pluralism & Exceptionalism Readings DUE by SUN SEP 8 @ MIDNIGHT QUIZ (3.2) PBS God in America (Part 1) DUE by SUN SEP 8 @ MIDNIGHT QUIZ (3.3) PBS God in America (Part 2) DUE by SUN SEP 8 @ MIDNIGHT MEDIA JOURNAL (2): Complete Weekly Log by SUN SEP 8 @ MIDNIGHT</p>
<p>MODULE 4: MON SEP 9 - SUN SEP 15</p>	<p><u>History of Religious Diversity in America (Part 2)</u></p> <p><u>Required Readings:</u> Lecture Notes: History of Religious Diversity in America, Part 2 (google slides) Butler, "Introduction, Evangelical Racism: A Feature Not a Bug," from <i>White Evangelical Racism: The Politics of Morality in America</i> (2021) (pdf or via SJSU library) Butler, "Chapter 1: The Racist Foundations of Evangelicalism in the Nineteenth Century," from <i>White Evangelical Racism</i> (2021) Pluralism Project, Historical Perspectives: 19th Century-early 20th Century (pdf)</p> <ul style="list-style-type: none"> • Catholic & Jewish Immigrants; Asians & Asian Exclusion; Parliament of Religions, 1893 <p><u>Required Videos:</u> PBS God in America, Episode 3: Nation Reborn (1 hour) PBS God in America, Episode 4: A New Light (1 hour)</p> <p><u>Optional (but Recommended) Readings & Videos:</u> Pluralism Project, More Historical Perspectives: 19th century-early 20th century (pdf)</p> <ul style="list-style-type: none"> • Alternative Altars; God's Melting Pot; The Right to be Different; Xenophobia: Closing the Door; Vivekananda at the Parliament; Bhagat Singh Thind: Citizen or Alien? <p>About Frederick Douglass (PBS) Goodman, "Race Is Real, But It's Not Genetic" (Sapiens, 2021) Mellowes, "The Black Church" (PBS, 2010) Miller, "White Evangelical Racism: Interview with Anthea Butler" (Religion & Politics, 2021) Tisby, "The Curse of Ham and Biblical Justifications for Slavery the Color of Compromise" (article+ 3 min video) (Zondervan Academic, 2022) Study Guide: PBS God in America, Nation Reborn (episode 3) Study Guide: PBS God in America, The New Light (episode 4)</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
	<p><u>Assignments/Activities:</u> QUIZ (4.1) Butler + Pluralism Readings DUE by SUN SEP 15 @ MIDNIGHT QUIZ (4.2) PBS God in America (Part 3) DUE by SUN SEP 15 @ MIDNIGHT QUIZ (4.3) PBS God in America (Part 4) DUE by SUN SEP 15 @ MIDNIGHT MEDIA JOURNAL (3): Complete Weekly Log by SUN SEP 15 @ MIDNIGHT</p>
<p>MODULE 5: MON SEP 16 - SUN SEP 22</p> <p>TUE SEP 17: LAST DAY TO ADD/DROP VIA MYSJSU</p>	<p><u>History of Religious Diversity in America (Part 3)</u></p> <p><u>Required Readings:</u> Lecture Notes: History of Religious Diversity in America, Part 3 (google slides) Butler, "Chapter 2: Saving the Nation: Fervor, Fear, and Challenges to Jim Crow," from <i>White Evangelical Racism</i> (2021) (pdf or via SJSU library) Butler, "Chapter 3: Whitewashing Racism and the Rise of the Religious Right," from <i>White Evangelical Racism</i> (2021) Historical Perspectives & Today's Challenges (Pluralism Project + PBS) (pdf) <ul style="list-style-type: none"> A New Multireligious America; From Diversity to Pluralism; Encounter in the Courts; Encounter in the Public Schools; Encounter Over the Curriculum; Plus: About Coach Prayer Case (Prof Gilmore), and Malcom X (PBS) </p> <p><u>Required Videos:</u> PBS God in America: Soul of a Nation (episode 5, 1 hour) PBS God in America: Of God & Caesar (episode 6, 1 hour)</p> <p><u>Optional (but Recommended) Readings:</u> Balmer, "The Real Origins of the Religious Right" (Politico, May 2014) Pluralism Project, More Historical Perspectives & Today's Challenges (pdf) <ul style="list-style-type: none"> Evangelicalism, Fundamentalism, and Pentecostalism; Three Religion Country?; African American Islam Reborn; African-American Islam Reformed: "Black Muslims" and the Universal Ummah; A Parliament of Religions, 1993 and Beyond; Stereotypes and Prejudice; Violence and Vandalism; School Holidays? Prayers?, Common Cause in Social Action; The Spiritual but not Religious More About Malcolm X (PBS American Experience) More about Martin Luther King & Non-Violence? (PBS American Experience) Study Guide: PBS God in America, Soul of a Nation (Episode 5) Study Guide: PBS God in America, Of God & Caesar (Episode 6)</p> <p><u>Assignments/Activities:</u> QUIZ (5.1) Butler, Chapters 2 and 3 DUE by SUN SEP 22 @ MIDNIGHT QUIZ (5.2) Pluralism + Malcolm X Readings DUE by SUN SEP 22 @ MIDNIGHT QUIZ (5.3) PBS God in America (Part 5) DUE by SUN SEP 22 @ MIDNIGHT QUIZ (5.4) PBS God in America (Part 6) DUE by SUN SEP 22 @ MIDNIGHT MEDIA JOURNAL (4): Complete Weekly Log by SUN SEP 22 @ MIDNIGHT</p>
<p>MODULE 6: MON SEP 23 - SUN SEP 29</p>	<p><u>History of Religious Diversity (Part 4): post-Obama & Christian Nationalism</u></p> <p><u>Required Readings:</u> Lecture Notes: More About Christian Nationalism & Some Resistance to White Christian Nationalism (google slides) Butler, "Chapter 4: How Firm a Foundation: A Twenty-First Century Precipice Appears," from <i>White Evangelical Racism: The Politics of Morality in America</i> (2021) Onishi, "Would I Have Been There?" from <i>Preparing for War: The Extremist History of White Christian Nationalism--and What Comes Next</i> (2023)</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
	<p><u>Optional (but Recommended) Readings & Podcast:</u> Butler, "Conclusion: Whom Will You Serve?" (plus Acknowledgements, Suggested Reading, and Index) from <i>White Evangelical Racism: The Politics of Morality in America</i> (2021) Gross, "'Unholy' Examines the Alliance Between White Evangelicals & Trump" (NPR, 2020) Jones, <i>The End of White Christian America</i> (2016) (via SJSU Library) Leadingham, "What Is Christian Nationalism? The Complete Guide" (Freedom Forum, 2024) Miller, Why Trump's MAGA Resonates With White Christian Nationalism (Religion & Politics, 2022) PRRI, "Support for Christian Nationalism in All 50 States" (Public Religion Research Institute, 2024) Stroop, "Christian Nationalism Is Authentically Christian -- And According to a New Poll Most White Evangelicals Are Supporters" (Religion Dispatches, Feb 2023) Uddin, "Is America a Christian Nation?" (Freedom Forum, 2022) Young, "The Mundane History of White Christian Nationalism" (Religion & Politics, 2019) "Straight White American Jesus, the Podcast" (Religious Studies Project, Nov 2019) "What is Christian Nationalism and Why it Raises Concerns About Threats to Democracy (PBS Newshour, Feb 2024)</p> <p><u>Assignments/Activities:</u> ZOOM MEETING (2): THUR SEPT 26 @ 7:00 - 8:30 pm QUIZ (6.1) Butler, Chapter 4 DUE by SUN SEP 29 @ MIDNIGHT QUIZ (6.2) Onishi on Christian Nationalism DUE by SUN SEP 29 @ MIDNIGHT MEDIA JOURNAL (5): Complete Weekly Log by SUN SEP 29 @ MIDNIGHT</p>
	<p>UNIT (2) WRITTEN ASSIGNMENT: History American Religious Diversity DUE by WED OCT 2 @ NOON</p>
<p>UNIT 3: PALESTINE/ISRAEL</p>	
<p>MODULE 7: MON SEP 30 - SUN OCT 6</p>	<p><u>Palestine & Israel (Part 1)</u></p> <p><u>Required Reading:</u> Lecture Notes: Antisemitism Background + Some Judaism 101 (google slides) Pluralism Project, Zionism and Israel; American Jews and Israel (2020) JFREJ, "Understanding Antisemitism: An Offering to Our Movement" (Jews For Racial & Economic Justice, 2017) Lecaque, "Israel-Hamas Is Not a Religious War and This Is Not Your Rapture" (Religion Dispatches, Oct 2023) "Solutions not Sides: Avoiding anti-Jewish and anti-SWANA Racism" (via SJSU Office of Office of Diversity, Equity and Inclusion, Dec 2023)</p> <p><u>Required Videos:</u> The Long Way Home (1997, 2 hours)</p> <p><u>Optional (but Recommended) Readings & Videos:</u> Judaism Video (Harvard Religion Public Life, 6 min video) More Judaism Essays (Pluralism Project) Fact Sheet on the Elements of Anti-Semitic Discourse (Louis D. Brandeis Center for Human Rights Under Law) Burley, "Why Antisemitism is an Insufficient (And Risky) Explanation for Hamas's October 7 Attack on Israel" (Religion Dispatches, Feb 2024) Cohen, "What Is Judaism? The Answer Isn't So Simple" (Teen Vogue, April 2024) Durbin, "Christian Zionism in the United States, 1930-2020" (Oxford Research Encyclopedia: Religion, 2023)</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
	<p><u>More Optional (but Recommended) Readings & Videos:</u> JFREJ, "(Cut Pages) Understanding Antisemitism: An Offering to Our Movement" (pdf) Kane et al, " Hamas Attacks & Israeli Response: An Explainer" (Jewish Currents, Oct 2023) Kroll-Zeldin, "The Symbolic Significance of Jewish Students in the Pro-Palestine Campus Protests" (The Revealer, Aug 2024) Leach, The Antisemitism Awareness Act Just Passed by the House Would Actually Increase Anti-Jewish Violence (Religion Dispatches, April 2024) Lorber, "The Right Is Deeply Divided Over Support for Israel --Though It's Not About Justice for Palestinians" (Religion Dispatches, Oct 2023) Magid, "'Anti-Zionism = Antisemitism' Isn't Just Wrong, It's The Problem" (Religion Dispatches, Dec 2023) Posner, "The Dispiriting Truth About Why Many Evangelical Christians Support Israel" (MSNBC, Oct 2023) Ruttenberg, "The Antisemitism Post" (Life is a Sacred Text, 2024) Ward, "Skin in the Game: How Antisemitism Animates White Nationalism" (Political Research Associates, 2017)</p> <p><u>Assignments/Activities:</u> QUIZ (7.1) Pluralism Reading + Long Way Home Film DUE by SUN OCT 6 @ MIDNIGHT QUIZ (7.2) Antisemitism + Christian Zionism DUE by SUN OCT 6 @ MIDNIGHT MEDIA JOURNAL (6): Complete Weekly Log by SUN OCT 6 @ MIDNIGHT</p>
<p>MODULE 8: MON OCT 7 - SUN OCT 13</p>	<p><u>Palestine & Israel (Part 2)</u></p> <p><u>Required Reading:</u> Lecture Notes: Palestine Background + Some Islam101 (google slides) Sacco, excerpts from <i>Palestine</i> (graphic novel, first published in 2001) (pdf)</p> <p><u>Required Videos:</u> Conflict in Israel and Palestine through 2015 (Crash Course World History #223) (13 mins)</p> <p><u>Optional (but Recommended) Readings & Videos:</u> Islam Video (Harvard Religion Public Life, 6 mins) Islam Essays (Pluralism Project) Abraham, "Palestinian Christians Suffer -- and Many American Churches Don't Care" (New Republic, March 2024) (also pdf) "Egypt's Muslim Brotherhood: Islam Case Study, Violence and Peace" (Harvard Religion & Public Life, 2018) Factsheet: Common Anti-Muslim Tropes (Georgetown University, 2018) Juergensmeyer, "Why Hamas Persists: A Tragic Display of Momentary Power" (Oct 2023; "What Hamas Wants" (Oct 2023); "Defeating Hamas" (Nov 2023); "Three Questions About Hamas" (Jan 2024) Mohtasham, "An acclaimed graphic novel is seeing a resurgence, brought on by the war in Gaza" (NPR, Jan 2024) "The Nakba did not start or end in 1948: Key facts and figures on the ethnic cleansing of Palestine" (Al Jazeera, 2017) "What is Hamas? What to know about its origins, leaders and funding" (PBS Newshour, Oct 2023)</p> <p><u>Assignments/Activities:</u> QUIZ (8) Palestine DUE by MIDNIGHT SUN OCT 13 MEDIA JOURNAL (7): Complete Weekly Log by SUN OCT 13 @ MIDNIGHT</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
UNIT 4: GENDER & RELIGION	
<p>MODULE 9: MON OCT 14 - SUN OCT 20</p>	<p><u>Gender, Religion & Politics: Reproductive Rights & Religions</u></p> <p><u>Required Readings:</u> Lecture Notes: Reproductive Rights & Religions (google slides) Hogan, "People's History of Abortion Care in the United States" (ZinnEd, 2024) Brennan Center for Justice, "Roe v. Wade and Supreme Court Abortion Cases: Reproductive Rights in the United States, Explained" (NYU Law School, Sept 2022) Balmer, "The Religious Right and the Abortion Myth" (Politico, 2022)</p> <p><u>Required Videos:</u> "But God Didn't Say That: Religious Community Members Talk God and Abortion" (Samantha Bee's Full Frontal, 2022)</p> <p><u>Optional (but Recommended) Readings, Podcast & Video:</u> Clarkson, "Is the Prochoice Religious Community a Sleeping Giant?" (Religion Dispatches, 2020) Eichelberger & Redden, "In Hobby Lobby Case, the Supreme Court Chooses Religion Over Science" (Mother Jones 2015) Goodwin & Morgenstein-Fuerst, "Incorrect: Reproductive Healthcare" (Keeping It 101: A Killjoy's Introduction to Religion Podcast, 2022) Jones, "Inside the History of State Suppression of Abortion in the U.S." (Teen Vogue, June 2024) Law, Rights, & Religion Project "A Religious Right to Abortion: History and Analysis" (Columbia Law School, Aug 2022) McShane, "Some Religions Support Abortion Rights. Their Leaders Are Speaking Up" (NBC News, May 2022) Ross & Solinger, <i>Reproductive Justice: An Introduction</i> (UC Press, 2017, via SJSU library) Ruttenberg, "The Torah of Reproductive Freedom: The Jewish Case for Abortion Justice" (Life is a Sacred Text, 2022) "What The Constitution Means To Me" (via Amazon Prime, 1 hour 11 mins video)</p> <p><u>Assignments/Activities:</u> QUIZ (9.1) History of Reproductive Rights DUE by SUN OCT 20 @ MIDNIGHT QUIZ (9.2) Religions & Reproductive Rights DUE by SUN OCT 20 @ MIDNIGHT MEDIA JOURNAL (8): Complete Weekly Log by SUN OCT 20 @ MIDNIGHT</p>
<p>MODULE 10: MON OCT 21 - SUN OCT 27</p>	<p><u>Gender, Religion & Politics: LGBTQIA+ Rights & Religions</u></p> <p><u>Required Readings:</u> Lecture Notes: LGBTQIA+ Rights & Religions (google slides) Jack Jenkins, "The Hard Work of Transformation" (from <i>American Prophets: The Religious Roots of Progressive Politics and the Ongoing Fight for the Soul of the Country</i>, 2020)</p> <p><u>Optional (but Recommended) Readings & Video:</u> Interview w/The Rev. Broderick Greer (PBS Digital, 7 min video) Pepin-Neff, "Anti-Trans Moral Panics Endanger All Young People" (SciAm, 2023) Pisciotta, "Moral Panic" (Encyclopedia Britannica, 2020) (via SJSU Library) Rhude, "Case Study: The Third Gender and Hijras" (Harvard Religion in Public Life, 2018) Romano, "The Right's Moral Panic Over 'Grooming' Invokes Age-Old Homophobia: 'Groomer' Accusations Against Liberals and the LGBTQ Community Are Recycled Satanic Panic" (Vox, 2022) Scheinerman, "The Eight Genders in the Talmud: Judaism Has Recognized Nonbinary Persons for Millennia" (My Jewish Learning, 2022)</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
	<p><u>More Optional (but Recommended) Readings & Videos:</u> Serano, "Gender-Affirming Care for Trans Youth Is Neither New nor Experimental: A Timeline and Compilation of Studies" (Switch Hitter, May 2023) "What Does the Bible Say About Homosexuality?" (Human Rights Campaign) "What Does the Bible Say About Homosexuality?" (Human Rights Campaign)</p> <p><u>Assignments/Activities:</u> QUIZ (10) LGBTQIA+ Rights & Religions DUE by SUN OCT 27 @ MIDNIGHT MEDIA JOURNAL (9): Complete Weekly Log by SUN OCT 27 @ MIDNIGHT</p>
	<p>WRITTEN ASSIGNMENT (3): on UNIT (3) Palestine/Israel OR on UNIT (4) Gender/Religion DUE by WED OCT 30 @ NOON</p>
UNIT 5: SANCTUARY & NATIVE AMERICANS (&, OH YEAH, THE ELECTION!)	
<p><u>MODULE 11:</u> MON OCT 28 - SUN NOV 3</p>	<p><u>Immigration & the Sanctuary Movement</u></p> <p><u>Required Reading:</u> Lecture Notes: The Sanctuary Movement (google slides) McDaniel, "The Sanctuary Movement, Then and Now" (Religion & Politics, 2017) "Why Don't Unauthorized Migrants Come Here Legally?" (United States Conference of Catholic Bishops, 2024)</p> <p><u>Optional (but Recommended) Readings & Podcasts:</u> "About No More Deaths" (No More Deaths) "Acts of Resistance and Faith: An Interview with the Rev. John Fife on Founding the Sanctuary Movement, and the Ongoing Struggle for Human Rights in the Borderlands" (The Border Chronicle Podcast, 2022) "Case Summary, United States of America v. Scott Warren" (Becket Law, 2019) "Latino Faith-Based Activism and the New Sanctuary Movement" (Episode 47: The Revealer Podcast, 2024) "Liberation Theology" (BBC, 2011) "Recalling Liberation Theology" (PBS, 2015) (7 min video) Uhlmann, "No More Deaths Volunteer Scott Warren Was Acquitted. But Humanitarian Aid Should Never Be Considered a Crime" (Teen Vogue, 2019) Uhlmann, "The Sanctuary Movement Put U.S. Foreign Policy on Trial: What Can It Teach Our Movements Today?" (In These Times, June 2024)</p> <p>QUIZ (11) Immigration & the Sanctuary Movement DUE by SUN NOV 3 @ MIDNIGHT MEDIA JOURNAL (10): Complete Weekly Log by SUN NOV 3 @ MIDNIGHT</p>
<p><u>MODULE 12:</u> MON NOV 4 - SUN NOV 10</p> <p>TUE NOV 5: ELECTION DAY (VOTE!)</p>	<p><u>ELECTION WEEK!</u></p> <p>There are no assigned readings, videos, Quizzes, or Written Assignments for the next two weeks, although I will very likely share some recommended sources about the election with everyone — especially where it intersects with religion and the various issues we are examining in this class — depending on what happens during the election and its aftermath.</p> <p>But given the unpredictability of what will happen this week — plus the potential for this to be a stressful time — let's take a break from most assignments in this class for a couple weeks in this class (with the exception of the Media Journals: this ought to be a juicy couple of weeks for relevant media, so do keep up on those).</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
	<p>I will hold a Zoom Meeting (optional, but recommended, as usual) on Wednesday evening, the day after the election, where we can talk about whatever happens and its relevance for this course.</p> <p><u>Optional (but Recommended) Readings & Videos:</u> <i>(I will continue to add to this list on Canvas throughout the semester)</i> Alvord, "What Is Project 2025? Inside the Far-Right Plan Threatening Everything from the Word 'Gender' to Public Education" (People Magazine, July 2024) Boorstein, "JD Vance's Catholic Conversion is Part of Young Conservative Movement" (WaPo, July 2024) Burton, "The Biblical Story the Christian Right Uses to Defend Trump" (Vox, 2018) Shimron, "Kamala Harris' Multi-Religious Identity is a Map of the Future" (RNS, July 2024) Smith, "Jesus is Their Savior, Trump is Their Candidate: Ex-President's Backers Say He Shares Faith, Values" (RNS, May 2024) "Trump's Second Term" (Last Week Tonight with John Oliver, June 2024)</p> <p><u>Assignments/Activities:</u> ZOOM MEETING (3): WED NOV 6 @ 6:00 - 7:30 pm MEDIA JOURNAL (11): Complete Weekly Log by SUN NOV 10 @ MIDNIGHT VOTE: if you are legally entitled to do so, please vote on TUE NOV 5! <i>(This is obviously not a graded assignment, but it is an activity I strongly encourage you to participate in.)</i></p>
<p><u>MODULE 13:</u> MON NOV 11 - SUN NOV 17</p> <p><i>MON NOV 11: VETERANS DAY (campus closed)</i></p>	<p><u>ELECTION AFTERMATH</u></p> <p>No assigned readings or videos again this week, pending on how the election and its aftermath unfolds. But do keep up with your Media Journals. (And I also recommend using any slack time in this class to catch up on any assignments for this class that you may have fallen behind on.)</p> <p><u>Optional (but Recommended) Readings & Videos:</u> TO BE DETERMINED</p> <p><u>Assignments/Activities:</u> MEDIA JOURNAL (12): Complete Weekly Log by SUN NOV 17 @ MIDNIGHT</p>
<p><u>MODULE 14:</u> MON NOV 18- SUN NOV 24</p>	<p><u>Native American Religious Freedom</u></p> <p><u>Required Readings:</u> Lecture Notes: Native Americans & Religion & Politics (google slides) Pluralism Project, Native Americans & Religion & Politics (pdf)</p> <ul style="list-style-type: none"> • Sacred Lands and Treaty Rights: The Black Hills; Religious Freedom for Native Americans; Apache Initiation Dress <p>Becket Law, "Case Summary, Apache Stronghold v. United States" (2024) Molina & Miller, "Why Oak Flat in Arizona is a Sacred Space for the Apache and Other Native Americans" (RNS, 2021)</p> <p><u>Required Video:</u> Becket Law, "Apache sacred land threatened by mining in Arizona" (2023, 10 mins)</p> <p><u>Optional (but Recommended) Readings, Videos & Podcast:</u> Becket Law, "Apache Stronghold will ask Supreme Court to save Oak Flat: Full Ninth Circuit Declines to Rehear Case, Teeing Up Supreme Court Appeal" (May 2024)</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
	<p><u>More Optional (but Recommended) Readings, Videos & Podcast:</u> Bailey, "The Dakota Access Pipeline isn't just about the environment. It's about religion." (WaPo, 2016) Jenkins, "The Growing Indigenous Spiritual Movement That Could Save the Planet" (ThinkProgress, 2016) Lloyd, "As Court Prepares to Rule on Sacred Apache Site, Religious Freedom Faces an American Right Prized Above All Others" (Religion Dispatches, 2023) McLeod, "In the Light of Reverence" (Sacred Land Film Project, 2001) (via SJSU library) More Perfect Podcast, "The Supreme Court v. Peyote" (WNYC Studios, 2023) Standing Rock Sioux Tribe, "Mni Wiconi: Water Is Life" (Stand With Standing Rock, 2016, 8 min video)</p> <p><u>Assignments/Activities:</u> QUIZ (12) Native Americans & Religion & Politics DUE by SUN NOV 24 @ MIDNIGHT MEDIA JOURNAL (13): Complete Weekly Log by SUN NOV 24 @ MIDNIGHT</p>
<p><u>MODULE 15:</u> MON NOV 24 - TUE DEC 1</p>	<p><u>Thanksgiving Week</u></p> <p>NO ASSIGNED READINGS OR VIDEOS THIS WEEK, BUT REMEMBER TO KEEP UP WITH YOUR MEDIA JOURNAL SOME TIME THIS WEEK. (Late penalties will be waived for these assignments this week.)</p> <p><u>Assignments/Activities:</u> MEDIA JOURNAL (14): Complete Weekly Log by SUN DEC 1 @ MIDNIGHT</p>
<p>WED NOV 25 - FRI NOV 29</p>	<p><u>THANKSGIVING HOLIDAY</u> CAMPUS CLOSED: Enjoy the holiday!</p>
	<p>WRITTEN ASSIGNMENT (4): on Unit (3) Palestine/Israel OR Unit (4) Gender/Religion OR Unit (5) Sanctuary/Natives DUE by WED DEC 4 @ NOON (NOTE: I will bribe you with 5 points of extra credit if you can get these in by MON DEC 2 @ 10am or before.)</p>
<p><u>MODULE 16:</u> MON DEC 2 - SUN DEC 8</p>	<p><u>Work on Final Essay</u></p> <p>NO MORE NEW REQUIRED READINGS & VIDEOS! Start your Final Essay & catch up on anything you might have fallen behind on.</p> <p><u>Assignments/Activities:</u> ZOOM MEETING (4): WED DEC 4 @ 6:00 - 7:30 pm MEDIA JOURNAL (15): Complete Weekly Log by SUN DEC 8 @ MIDNIGHT NOTE! NO LATE ASSIGNMENTS WILL BE ACCEPTED AFTER MON DEC 9 @ *NOON*</p>
<p><u>MODULE 17:</u> MON DEC 9 - WED DEC 17</p>	<p><u>Finals Week</u></p> <p>NO MORE NEW REQUIRED READINGS & VIDEOS! MON DEC 9: LAST DAY OF INSTRUCTION WED DEC 11 - TUE DEC 17: FINALS WEEK</p> <p>FINAL ESSAY DUE by WEDS DEC 11 @ MIDNIGHT</p>

FRI DEC 20:
GRADES DUE

- 162 ZOOM MEETING (1): THU AUG 22 @ 7:00 - 8:30 pm
 - 162 ZOOM MEETING (2): THU SEPT 26 @ 7:00 - 8:30 pm
 - 162 ZOOM MEETING (3): WED NOV 6 @ 6:00 - 7:30 pm
 - 162 ZOOM MEETING (4): WED DEC 4 @ 6:00 - 7:30 pm
-
- 122 WED AUG 21: ZOOM MEETING (1) @ 7:00 - 8:30 pm
 - 122 FRI SEP 27: ZOOM MEETING (2) @ 12:00 - 1:30 pm
 - 122 MON OCT 28: ZOOM MEETING (3) @ 6:00 - 7:30 pm
 - 122 TUE DEC 3: ZOOM MEETING (4) @ 6:00 - 7:30 pm

Be a Participant, Not a Spectator

This course is an opportunity for you to learn about *the social, cultural and historical contexts of religious and political controversies in the U.S. and their relevance for our collective future*. **Active and engaged participation in our class is required and 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 multiple assignments.

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 and regularly check both Canvas and email.

Finally, you should also **approach this subject matter with an open and curious mind**. My job is not to dispute your own religious, cultural, political, or other commitments, but rather to help you understand the history and context religious and political controversies and to help you to **think critically about religion, politics, and history (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.**

CUT/HOLD IDEAS

Final Test: Names to Know (up to 50 points total)

The Final Test will review some of the key individuals who have played important roles in the history of religion and politics in the U.S., both in the past and more recently. Like the Quizzes, the Final Test will be open-book/open-note, **but unlike the Quizzes it will be timed and you must complete it in one sitting**, so don't start until you are ready. You will have 50 minutes to complete 50 questions (AEC accommodations will of course be honored). The Final Test will be available from the beginning of Finals Week at 12:01 am on WED DEC 11 until 11:59 pm on MON DEC 16. (NOTE: There is no 24-hour grace period for the Final Test.) Format will be multiple choice, matching, true/false, and fill-in-the-blank. See *About Final Test* on Canvas for more.

FINAL TEST: NAMES TO KNOW DUE by MON DEC 16 @ MIDNIGHT

In addition to drawing on the readings, videos, and podcasts from this Unit, you may also reflect back on the history of religions in the U.S. (including relatively recent history and the module on Christian Nationalism).

**WRITTEN ASSIGNMENT (3): OPTION ONE Israel & Palestine
IDEALLY DUE by SUN OCT 13 @ MIDNIGHT**

**(NOTE: You have four options for Written Assignment (3). You can write about:
Israel & Palestine OR *Gender & Religion* OR *Sanctuary & Natives* OR *The Election*.**

**If you opt to write about Israel & Palestine, you can turn that in as early as this week,
but no later than TUE NOV 26 @ MIDNIGHT)**

**WRITTEN ASSIGNMENT (3) OPTION TWO: Gender & Religion IDEALLY DUE by
SUN OCT 27 @ MIDNIGHT**

**(NOTE: You have four options for Written Assignment (3). You can write about:
Israel & Palestine OR *Gender & Religion* OR *Sanctuary & Natives* OR *The Election*.**

**If you opt to write about Gender & Religion, you can turn that in as early as this week, but no later than
TUE NOV 26 @ MIDNIGHT)**

**WRITTEN ASSIGNMENT (3) OPTION THREE: The Election IDEALLY DUE by
SUN NOV 17 @ MIDNIGHT**

**WRITTEN ASSIGNMENT (3) OPTION FOUR: Sanctuary Movement & Native Americans DUE by SUN NOV
24 @ MIDNIGHT**

**NOTE: You have four options for Written Assignment (3). You can write about:
Israel & Palestine OR *Gender & Religion* OR *Sanctuary & Natives* OR *The Election*.**

**If you opt to write about Sanctuary & Natives, you can turn that in as early as this week, but no later
than TUE NOV 26 @ MIDNIGHT)**

DON'T FORGET TO TURN IN WRITTEN ASSIGNMENT THREE BY TUE NOV 24 @ MIDNIGHT (if you have not
already done so).

AND

WRITTEN ASSIGNMENT (3) DUE by TUE NOV 26 @ MIDNIGHT

- **OPTION ONE: Israel/Palestine**
- **OPTION TWO: Gender/Religion**
- **OPTION THREE: The Election**
- **OPTION FOUR: Sanctuary/Natives**

OPTIONAL THIS WEEK: *(there's already a lot of other assignments this week, so you can take a week off from
media journals this week, or get ahead)*

AI Literacy & Ethics Resources (?)

Required Videos:

Rev. Billy & the Church of Stop Shopping, "First Amendment Song"

& Jefferson's Letter to the Danbury Baptists (web)

<https://www.nytimes.com/1999/10/24/nyregion/l-separating-the-pilgrims-from-the-puritans-080128.html>

Lozado, "Is America a City on a Hill or a Nation on the Precipice?" (NYT Opinion, 2024)

African Diaspora

Hussein, "There Has Never Been an America without Muslims" (Religion & Politics, 2017)

Peter Manseau, "What Happened to America's First Muslims?" (HuffPo, 2015)

Manseau, "5 Things Everyone Should Know About America's Religious History: Why we Need to Retell the American Story" (Faith Street, 2015)

Manseau, "America is Not a 'Christian' Nation" (Fox News, 2015)

<https://religionandpolitics.org/2017/01/03/apocalypse-later-millennial-evangelicals-israel-palestine-and-the-kingdom-of-god/>

: <https://readingreligion.org/9780300229752/city-on-a-hill/> ?

? Religious Displays and the Courts (Pew)

McCullum v. Board of Education (First Amendment Center)

Pledge of Allegiance (First Amendment Center)

Ten Commandments, Other Displays & Mottos (First Amendment Center)

"A Religious Justification for Slavery" (PBS, This Far By Faith)

Finkelman, "Secession, the Confederate Flag, and Slavery" (Constitution Center, 2015)

Martin Luther King Jr., "Letter from Birmingham Jail" (1963)

X, Malcolm, and Alex Haley. *The Autobiography of Malcolm X*. Ballantine Books, 1992.
(via SJSU library, originally published 1965)

The Mormons (PBS Frontline/American Experience)

Malcolm and the Civil Rights Movement (PBS)

Jehovah's Witnesses and the First Amendment (Freedom Forum) (2 mins)

Pledge of Allegiance in Schools: Do Students Have to Stand? (Freedom Forum)

Douglass, "What to a Slave is the Fourth of July" (1852)

Stephens, "Cornerstone Speech" (1861)

? Sharlet, "Pew Research: To Understand the Political Power of Evangelicals, We Must Look Beyond the Pulpits" (New Republic, May 2017)

Hollinger, "The Critiques of Evangelical Writers Opposing Christian Nationalism Fail to Recognize Evangelicalism's Troubling History" (Religion Dispatches, 2023)

Judith Weisenfeld?

? Aghapour, "The Invention of Corporate Christian America" (Relig. Dispatch)

McGraw, "Introduction to America's Sacred Ground" From *Taking Religious Pluralism Seriously* (2005)

? The Lord is Not on Trial Here Today (PBS)

Simon Shama, story of the jews

<https://rpl.hds.harvard.edu/religion-context/case-studies/minority-america/african-american-muslims>

Israeli and Palestinian leaders discuss historic escalation of violence and what's next

<https://youtu.be/1xDy-ktssC0?si=qU7qtiAz0QSUy0NJ>

"Israel And Occupied Palestinian Territories" (Amnesty International, 2023)

"Palestine (State Of)" (Amnesty International, 2023)

Said, *The Question of Palestine* (1979)

Dunbar-Ortiz, "We Must Understand Israel as a Settler-Colonial State" (In These Times, June 2024)

Rabbi Danya, <https://www.theatlantic.com/family/archive/2022/06/judaism-abortion-rights-religious-freedom/661264/> (2022)

Totenberg & McCammon, "Supreme Court Overturns Roe v. Wade, Ending Right to Abortion Upheld for Decades (NPR, June 2022)

Gantz, "Campus Protests for Palestine: Students Face Criminal Charges, Disciplinary Hearings" (Teen Vogue, June 2024) <https://www.teenvogue.com/story/campus-protests-palestine-criminal-charges-students>

Goodwin, "Costs of Corporate Conscience: How Women, Queers, and People of Color Are Paying for Hobby Lobby's Sincerely Held Beliefs," in *Religion in the Age of Obama* (Bloomsbury Press, 2018)

"Faith-Based Principles for Immigration Reform" (No More Deaths, 2004)

Jenkins, "Welcoming the Stranger" (from *American Prophets: The Religious Roots of Progressive Politics and the Ongoing Fight for the Soul of the Country*, 2020)

<https://www.zinnedproject.org/news/tdih/sanctuary-movement-arizona/>

<https://nomoredeaths.org/abuse-documentation/fact-sheets/>

Law, Rights, & Religion Project, "3 Myths About Religious Freedom and Abortion" (Columbia Law School)

Uhlmann, "No More Deaths Volunteer Scott Warren Was Acquitted. But Humanitarian Aid Should Never Be Considered a Crime" (Teen Vogue, 2019)

Deloria, *God is Red* (1972) via SJSU Library)

Hermann, "Lyng v. Northwest Indian Cemetery Protective Association (1988)" (MTSU Free Speech Center, 2009)

Hermann, "Employment Division, Department of Human Resources of Oregon v. Smith (1990)" (MTSU Free Speech Center, 2024)

"Case Summary, United States of America v. Scott Warren" (Becket Law, 2019)

Muwekma Ohlone Tribe, "The Destruction of Native American Religions" (April 2023)

MAYBES?

Troen, S. Ilan. *Israel/Palestine in World Religions: Whose Promised Land?* 1st ed., Springer, 2024, <https://doi.org/10.1007/978-3-031-50914-8>.

? Ḥarūb, Khālīd. *Hamas: A Beginner's Guide*. 2nd ed., Pluto Press, 2010.

<https://remix.aljazeera.com/aje/PalestineRemix/al-nakba.html#/17>

However, you may wish to read a purchase a copy of Butler, Anthea D. *White Evangelical Racism: The Politics of Morality in America*. The University of North Carolina Press, 2020. The book is available

Black Religious Lives Matter: Christianity & Islam

ASSIGNMENT CUTS FROM 122/OTHER

QUIZ: Pew, U.S. Religious Knowledge Survey (self-assessment, ungraded)

I generally recommend that you complete the readings/films and Quizzes FIRST each week, and then watch the Video Lectures and complete the Written Responses SECOND, because I think that the concepts will make more sense in the big picture that way. The Quizzes are intended to facilitate the readings, while the Video Lectures are intended to explain the readings and put key ideas in context. However, if you get stumped, some people find it helps to watch the Video Lectures before completing the Quizzes. So either way is fine. For more details see *About Quizzes* on Canvas.

NOTE: You will need to complete the assignments in order, proceeding through the Quizzes and Written Assignments in each Module in order before moving on to those in the next Module, because I think the course makes more sense in the long run when you work through the assignments in order, because the concepts we explore all build upon one another throughout the course. I will waive or reduce Late Penalties on a case-by-case basis, because I would rather have you work through the assignments in order instead of skipping ahead before previous concepts have been introduced. (You are also encouraged to work ahead at your own pace, but please don't get too far ahead on the Written Assignments or it will be harder for me to provide individualized and collective feedback.)

NOTE: It is not possible to earn enough credit to pass this class without completing most of these in a timely fashion

Required Reading & Videos:

TO BE DETERMINED

Zoom Meetings for Fall 2024 are scheduled as follows:

- MON AUG 26: ZOOM MEETING (1) @ 7:00 - 8:30 pm
- THUR SEP 26: ZOOM MEETING (2) @ 7:00 - 8:30 pm
- WED NOV 6: ZOOM MEETING (3) @ 6:00 - 7:30 pm
- WED DEC 5?: ZOOM MEETING (4) @ 6:00 - 7:30 pm

I do not require that anyone but me be on camera (although I do appreciate the opportunity to wave hello & goodbye at the beginning & end). I also keep everybody but me on "mute" in order to minimize distractions, but strongly encourage participation via the chat.

I can edit now