

RELIGIOUS FREEDOM IN THE U.S.

law, politics, & society



Rosaries confiscated from migrants at the southern U.S. border. Tom Kiefer. Instagram. *El Sueño Americano*, 2007- .

Campus Office: 344 Adorjan Hall
Office Hours: Tuesdays 2:15-3:30 pm
Wednesdays 10am-12pm
and by appointment
[Zoom link](#)

To schedule meeting: <https://lindseyrm.youcanbook.me>

Fall 2020 office hours will be held by Zoom until further notice

THEO 3930-01

Fall 2020

T/Th 2:15-3:30 pm

Dr. Rachel McBride Lindsey

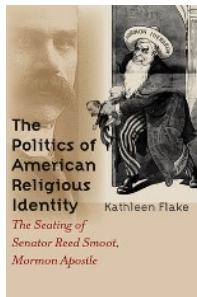
Often invoked as the loftiest of American ideals, religious freedom has a complex history of definition, interpretation, and practice over the course of American history. This course takes a long look at the history of religious freedom in American law, politics, and society by asking urgent questions before us today: **what does religious freedom mean, how has it been defined, and why has it become so contentious?**

Throughout the course, students will engage a variety of **primary sources** (newspapers, artworks, court cases, legal documents, etc.) and **secondary sources** (academic articles, monographs, etc.) that offer insider and outsider accounts of religious freedom talk throughout American history, from the founding period through modern foreign policy and today's tumultuous landscape. Our primary objective is to gain familiarity with **major developments** in the history of religious freedom as an American ideal that has long been entangled with politics of **race and citizenship**.

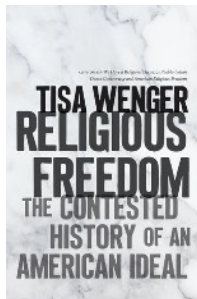
LEARNING OUTCOMES

- **Encounter** intersections of race, religion, and citizenship in American religious freedom talk
- **Identify** key events, actors, and cases involving religious freedom claims and contests in American history (SLU SLO #5)
- **Understand** religious freedom in the context of American foreign policy and modern global politics
- **Engage** written, visual, and aural evidence to discern arguments and evidence from a range of primary and secondary sources (SLU SLO #3)
- **Synthesize** complex information and ideas into clear, original arguments (SLU SLO #4)
- **Collaborate** with others to complete team-based assignments (SLU SLO #8)

REQUIRED MATERIALS



Kathleen Flake, The Politics of American Religious Identity: The Seating of Senator Reed Smoot, Mormon Apostle (UNC 2004)



Tisa Wenger, Religious Freedom: The Contested History of an American Ideal (UNC 2017)



Anna Su, Exporting Freedom: Religious Liberty and American Power (Harvard 2016)

****All other course materials, including a casebook of SCOTUS decisions, are posted in Blackboard or are linked in the syllabus below.****

ASSIGNMENTS AND GRADING

1. Participation (20%)

This is an online course. Participation is measured by timely engagement with course materials, collaboration with teams, and meeting posted deadlines. Much of the course will be conducted **asynchronously**, which means you will have the flexibility to do coursework (reading, writing, thinking, editing, reviewing, collaborating, etc.) on your own schedule. Weekly synchronous Zoom meetings will enrich our learning experiences and keep us connected.

Here is a schedule of typical weekly class participation:

Mondays	Tuesdays	Wednesdays	Thursdays	Fridays
"lecture" content posted to Blackboard module	Independent study + office hours 2:15-3:30pm Zoom link	Office hours 10am-12p Zoom link	CLASS MEETING 2:15-3:30pm	Weekly Wikis + Assignment Deadlines
May include short video introduction, audio recording, and/or presentation slides.	read/watch/listen/do + drop in or make an appointment if you want/need to talk!	Drop in or make an appointment if you want/need to talk!	Zoom and Padlet	See pages 7-8 below for a breakdown of assignment deadlines.

To help keep on track, each student will meet briefly with Dr. Lindsey via [Zoom](#) once every unit (either during Tuesday "class period," Wednesday office hours, or at another mutually agreed upon time). These meetings can be individual or in a small group and are intended to provide opportunities for us to check in with each other about course progress. A full breakdown of meeting and assignment schedules is **on page 7**. Assignment submission policy is on pages 8-9.

2. Snowball Essays (30%)

These are short essays that you will compose over the course of the semester and are intended to build outward as we become more familiar with course material and methods of inquiry. Deadlines are firm, but every student has the option to resubmit as a completed portfolio of revised essays at the end of the semester. **OPTIONAL PORTFOLIO DEADLINE IS DECEMBER 1.**

Hot take: What is religious freedom? What do I know about this concept from media, previous courses, personal experience, or other sources? Why, if at all, is it important to study? What do I want to learn in this course?
2-3 PAGES DUE AUGUST 28 BY 5PM

Interview: For this essay, interview one person about their understanding of religious freedom in American life—anyone at all! (Some ideas: a neighbor, parent, sibling, coworker, teammate, lawyer, rabbi, journalist, filmmaker, etc.). Your goal is twofold: to gain additional perspective on this complex ideal and to practice informed, respectful conversation about a potentially sensitive subject. For your essay, summarize the conversation and what you learned from the interview.
4-6 PAGES DUE SEPTEMBER 25 BY 5PM

Case study: What is one case in the history of religious freedom in the US that I want to study at greater length? Who are the key actors and what are the key problems (legal, cultural, social, theological, etc.) that the case addresses and raises?
4-6 PAGES DUE NOVEMBER 20 BY 5PM

3. Mindmeld Wiki (30%)

Your team (assigned before term begins) will create and curate a wiki of material we engage in this course. Together, you will decide how best to organize pages and content as you go through the semester. Some teams may choose to organize by document, others by theme, others by time period, or some other organizational metric. Each team member must contribute each week **BY FRIDAY EVENING**, so while it is a collaborative exercise, each student is evaluated for their own work.

That said, your team will decide collectively what content is important to include and how each team member will contribute. For example, team members might be responsible for summarizing one of the week's assigned documents, or writing a page about authors/makers/historical actors from that week's material, or pulling out a major theme from the week or unit that merits further reflection. Other weeks, it might make more sense to divide books into chapters that each team member summarizes for others. **The goal throughout is to work collaboratively to gain a fuller understanding of course material in historical, constitutional, and social perspective.**

4. Final Project (20%)

For your final project, choose **one** of these two options:

Paper: You may choose to develop previous research in this class into a full academic essay. You may also choose a new topic that addresses some aspect of religious freedom in the US.

Paper Ground Rules:

- Your paper must pick up on and/or explore some theme, person, object, event, or concept related to religious freedom in the US
- You may choose to explore in depth something we cover in class or to research some aspect of religious freedom that we do not cover
- This research paper is not a reflection or a memoir. You must choose a **research methodology** (history, ethnography, sociology, etc.)
- Your paper must have a **thesis, evidence, and substantive conclusion**
- Papers must be **5-7 pages of original research**, including proper **citation** and **bibliography** of at least 10 sources (including primary and secondary) relevant to your topic
- Final papers with 5 or more grammatical or typographical errors will not be graded. Make sure to review your work

Unessay: Alternately, you may choose to create an unessay. As the name implies, an unessay turns the traditional academic assignment—the essay—on its head and asks you, the student, to choose your own topic and present it in any way you choose—a song, a poem, a speech, a policy

paper, a podcast, a museum exhibit, a film, a painting, a court brief, a dance, a photograph or photoessay, a short story. Any way you choose. Instead of being evaluated by the standards of the academic essay, your unessay is evaluated on the basis of how compelling it is.

Note, you may choose to collaborate with other students on your unessay. Collaborative projects must have a clear delineation of responsibility in writing at the time of the proposal.

Unessay Ground Rules:

- Your unessay must pick up on some theme, idea, image, space, word, or person introduced in this class.
- You may use any source in the course of creating your unessay, and you must include or attach a list of sources in your final project (formats will vary based on the form of your unessay).
- Every unessay must have the equivalent of an artist's statement or liner notes that situates your project in the context of religious freedom in the US. This requirement is not an essay. Instead, your statement may be in the form of a transcript of documentary voice over, album liner notes, or gallery tags, to name a few possible suggestions. For some projects, this material will be embedded in the project itself. For others, you'll have to think about how to best convey this information in a way that is organic to your project.
- As with the paper option, you may spin your unessay off of any other work in this class. However, your unessay must not be a resubmission of any prior work.

For either option, please take note of the following schedule and deadlines:

Proposal: **DUE FRIDAY, OCTOBER 23.** Your 2-page proposal should identify an assignment option (paper or unessay), a general topic of research and/or exploration, and format (if necessary). This is not a contract. You may, and likely will, change either your topic, scope, or format over the next several weeks. But take this step seriously. Your proposal must include:

- a research question and proposed methodology
- a description of your project, including consideration of why it is important—the “so what?” question
- a brief summary of relevant sources
- a working bibliography/source list

Check-in: Schedule a meeting with Dr. Lindsey **BETWEEN 10/19 AND 11/6** to discuss your initial plans for your assignment and strategies for success. Have your proposal, your working list of sources, and any material you have produced to date.

Exhibition: **FRIDAY DECEMBER 4, 2-3:50PM.** Our final exam period will be an opportunity to share your semester project with the class. Be prepared to submit your final semester project no later than the End of Semester Exhibition.

Grading Scale

Grades in the A range represent outstanding work; grades in B range represent good work with some minor errors of grammar, fact, or style; grades in C range represent acceptable work that meets the basic criteria of a given assignment; grades in D range represent work that does not meet the basic criteria of a given assignment; failing grades apply to work that falls well below the criteria of an assignment, work that is plagiarized, and work that is late (among other instances of inadequate performance or breaches of the honor code).

As stated above, evaluation in this course is based on your participation (written and oral, including course discussions) and assignments. The final course grade will assess overall proficiency with, in most instances, your strongest contributions receiving more weight than your weaker contributions.

Still seeking greater specificity? See the SLU Academic Catalogue grading guidelines: <https://catalog.slu.edu/academic-policies/academic-policies-procedures/grading-system/>. See also an extended breakdown of letter grades on the website.

A+	Exceptional	Significantly exceeds the highest expectations for the course
A	Outstanding	Meets the highest standards for the assignment or course
A-	Excellent	Meets very high standards for the assignment or course
B+	Very good	Meets high standards for the assignment or course
B	Good	Meets most of the assignment or course
B-	More than adequate	More than adequate; shows some reasonable command of the material
C+	Adequate	Meets basic standards for the assignment or course
C	Acceptable	Meets some of the basic standards for the assignment or course
C-	Acceptable	While acceptable, falls short of meeting basic standards in several ways
D	Minimally Acceptable	Lowest passing grade
F	Failing	Very poor performance

IMPORTANT LINKS

Confirm you have access to the course Blackboard page through mySLU tools. Additional links below:

The recurring Zoom meeting for THURSDAYS in this course is:

Religious Freedom in the U.S. (Fall 2020)

<https://slu.zoom.us/j/98349920914?pwd=cUJsR1UwandpWE9sMjFmd0FCsFh5QT09>

The recurring Zoom meeting for OFFICE HOURS this semester is:

Dr. Lindsey's Fall 2020 Office Hours

Tuesdays 2:15-3:30pm; Wednesdays 10am-12pm; and by Appointment

<https://slu.zoom.us/j/93971247134?pwd=ZTRMUkU1VIA3NXJYMWxkZkY1aEhLdz09>

The course Padlet link is: <https://padlet.com/rmclindsey/relfreedomSLU>

SEMESTER OVERVIEW/PROGRESS CHECKLIST

Use this chart to keep track of your progress, in whatever way is helpful to you. Please note exceptions to the general schedule in blue.

MODULE	TUESDAYS INDEPENDENT STUDY	Familiarize with scope and main ideas of week's materials	THURSDAYS CLASS MEETINGS	ZOOM + PADLET	FRIDAYS ASSIGNMENTS DUE
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UNIT 1 BIG IDEAS

1	AUGUST 18	CLASS ZOOM	August 20	✓	Wiki Intros
INTRODUCTION	AUGUST 25		August 27	✓	Wiki + Hot Take

UNIT 2 FOUNDING

2	SEPTEMBER 1		September 3	✓	Wiki
COLONIAL AND EARLY NATIONAL PRECEDENTS	SEPTEMBER 8		September 10	✓	Wiki
3	SEPTEMBER 15		September 17	✓	Wiki
CONSTITUTION AND 19TH-C. INTERPRETATION	SEPTEMBER 22		September 24	✓	Wiki + Interview

UNIT 3 DEFINING

4	SEPTEMBER 29		October 1	✓ Guest discussant: Dr. Tisa Wenger, Yale University and YDS	Wiki
DEFINING RELIGION	OCTOBER 6		October 8	✓	Wiki
5	OCTOBER 13		October 15	✓	Wiki
DEFINING CITIZENSHIP	OCTOBER 20	FALL BREAK	October 22	✓	Wiki + Final Proposal

UNIT 4 EXPANDING

6	OCTOBER 27		October 29	✓	Wiki
NEW CONSTITUTIONAL WORLD	NOVEMBER 3	Election Day 🇺🇸	November 5	✓	Wiki
	NOVEMBER 10		November 12	✓	Wiki
7	NOVEMBER 17		November 19	✓	Wiki + Case Study
EXPORTING FREEDOM	NOVEMBER 24	LAST ZOOM			FINAL PROJECT DEADLINE DECEMBER 4

POLICIES

ATTENDANCE

The health and well-being of SLU's students, staff, and faculty are critical concerns. Accordingly, the following University policy statements on in-person class attendance are designed to preserve and advance the collective health and well-being of our institutional constituencies.

1. Students who exhibit any [potential COVID symptoms](#) (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) shall absent themselves from any in-person class attendance or in-person participation in any class-related activity until they have been evaluated by a qualified medical official. Students should contact the [University Student Health Center](#) for immediate assistance.
2. Students who exhibit any [potential COVID symptoms](#) (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) but who feel well enough to a) attend the course synchronously in an online class session or b) participate in asynchronous online class activities, are expected to do so. Those who do not feel well enough to do so should absent themselves accordingly.
3. Students (whether exhibiting any of potential COVID symptoms or not, and regardless of how they feel) who are under either an isolation or quarantine directive issued by a qualified health official must absent themselves from all in-person course activity per the stipulations of the isolation or quarantine directive. They are expected to participate in synchronous or asynchronous online class activities as they feel able to do so, or absent themselves accordingly.
3. Students are responsible for notifying each instructor of an absence as far in advance as possible; when advance notification is not possible, students are responsible for notifying each instructor as soon after the absence as possible.
3. As a temporary amendment to the current [University Attendance Policy](#), all absences due to illness or an isolation/quarantine directive issued by a qualified health official shall be considered "Authorized" absences (effective August 2020 through May 2021).

TECHNOLOGY

This course makes extensive use of Blackboard and web-based instructional content. Every student should have access to Zoom and Blackboard through mySLU tools. If at any time your internet access is disrupted or considerably diminished, please inform me at your earliest convenience so you do not fall behind.

Links to instructional technologies used in this course are on [page 6](#) of this syllabus and in the Course Overview section of the Blackboard site. Passwords are also posted in the Course Overview section.

Most writing for this course will be submitted through Blackboard, either in Tools or Assignments functions. Be sure to familiarize yourself with the course navigation early in the semester and ask any questions you have about content or assignments. As ever, back up your work often and leave yourself enough time to respond to any hiccups.

SLU has adopted recommended "distance education etiquette" guidelines. You can access those by [following this link](#). In general, be mindful of your surroundings and possible interruptions. But don't worry if something unexpected happens. We are all figuring this out together. I'm sure I'll be the cause of some disruption at some point, probably more than once.

COMMUNICATION

The most efficient method of communication in this course is through email: rachel.lindsey@slu.edu. I do my best to respond to emails within 24 hours of receipt. Emails received after 8pm will likely not be read until the following day. In all correspondence, include your name and the course number (THEO 3930) in the subject line.

When corresponding with professors, supervisors, officials, or other professionals on campus and in your career, please make it your habit to address the recipient formally according to their title (Dr., Professor, Ms., Mr., Esq., etc.) and to follow standard rules of address, grammar, syntax, and structure. A good rule of thumb is to use the title on the syllabus.

If an emergency arises and you need to reach me immediately, you may call the Theological Studies Department office at 977-2881.



ASSIGNMENTS and COURSEWORK

Whenever possible, assignments are due by the deadlines posted on the syllabus. These are designed to keep you engaged with big ideas and to develop your own informed analyses of complex issues. Whenever possible, my grading policy is to award improvement over time, and there are multiple opportunities to demonstrate intellectual growth throughout the semester.

Wikis and Journals are posted directly into Blackboard. Attach essays to the designated Blackboard Assignment. Essays must include your name, the date, the assignment name or essay title, and page numbers (if applicable). Use 12-point font and 1-inch margins on all essays or papers. I will not grade papers that do not have these basic elements. Double-check your work for spelling and grammatical errors before submitting.

For other forms of media, review guidelines and instructions for how to submit your work.

Using the "[Workload Estimator 2.0](#)" from Wake Forest University, I estimate that students will need to devote about 4 hours each week (on average) to this class outside of our weekly Thursday class meetings. Some may need less, some more. If you feel you are falling behind, please reach out so we can get you back on track. Show me you know how to meet with me by dropping in to office hours or using the scheduling link on the first page of this syllabus—extra credit if you complete this challenge by September 1.

If you feel you're falling behind: Missing a deadline is stressful! The best thing to do is to submit whatever you have before the deadline, even if it does not look like much. Get in touch with me, and we will make a plan to get you back on track. Stay in touch until you are finished.

ACADEMIC INTEGRITY

Academic integrity is **honest, truthful and responsible conduct in all academic endeavors**. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU fulfills its mission. The University strives to **prepare students for lives of personal and professional integrity**, and therefore regards all breaches of academic integrity as matters of serious concern. The full University-level Academic Integrity Policy can be found on the Provost's Office website at: https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf.

TITLE IX

Saint Louis University and its faculty are committed to supporting our students and seeking **an environment that is free of bias, discrimination, and harassment**. If you have encountered any form of sexual harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, that faculty member must notify SLU's Title IX Coordinator and share the basic facts of your experience. This is true even if you ask the faculty member not to disclose the incident. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU's Integrity Hotline by calling 1-877-525-5669 or online at <https://www.lighthouse-services.com/StandardCustomURL/LHILandingPage.asp>. To view SLU's policies, and for resources, please visit the following web addresses: <https://www.slu.edu/here4you> and <https://www.slu.edu/general-counsel>.

DISABILITY ACCOMMODATIONS

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact Disability Services to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact Disability Services, located in the Student Success Center and available by email at Disability_services@slu.edu or by phone at [314.977.3484](tel:314.977.3484). Once approved, information about a student's eligibility for academic accommodations will be shared with course instructors by email from Disability Services and within the instructor's official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact Disability Services. Confidentiality will be observed in all inquiries.

FACE MASKS

The University's [Interim Policy on Face Masks](#) governs all students, faculty, staff, and campus visitors in all University-owned, leased, or operated facilities. All persons physically present in any such University facility associated with this course shall comply fully with this policy at all times. **Masks must be worn before entry to all such University facilities** (as well as outdoors on all University property when six feet of distance is unpredictable or cannot be maintained).

Saint Louis University is committed to maintaining an inclusive and accessible environment. Individuals who are unable to wear a face mask due to medical reasons should contact the Office of Disability Services or Human Resources to initiate the accommodation process identified in the University's [ADA Policy](#). Inquiries or concerns may also be directed to the [Office of Institutional Equity and Diversity](#). Notification to instructors of SLU-approved ADA accommodations should be made in writing prior to the first class session in any term (or as soon thereafter as possible).

As the instructor of this course, I shall comply fully with SLU's policy and all related ADA regulations.

Students who attempt to enter a classroom without wearing masks will be asked by the instructor to wear masks prior to entry. Students who remove their masks at any time during a class session will be asked by the instructor to resume wearing their masks.

Note: Accordingly, no consumption of any food will be allowed in class.

Students who do not comply with a request by a SLU instructor to wear a mask in accordance with the University's Interim Policy on Face Masks may be subject to disciplinary actions per the rules, regulations, and policies of Saint Louis University, including but not limited to the Student Handbook. Non-compliance with this policy may result in disciplinary action, up to and including any of the following:

- dismissal from the course(s)
- removal from campus housing (if applicable)
- dismissal from the University

To immediately protect the health and well-being of all students, instructors, and staff, instructors reserve the right to cancel or terminate any class session at which any student fails to comply with faculty or staff request to wear a mask in accordance with University policy.

Students are strongly encouraged to identify to their instructor any student or instructor not in compliance. Non-compliance may be anonymously reported via the SLU Integrity Hotline at 1-877-525-5669 (or confidentially via the Integrity Hotline's website at <http://www.lighthouse-services.com/slu>).







SYLLABUS NOTES AND QUESTIONS:

SCHEDULE OF CLASSES









Reminder: Additional instructional content ("lectures") will be posted each week on **Monday**. **Tuesdays** are independent or small group study (social distance and masks are expected if you choose to study together). **Thursdays** are class Zoom/Padlet meetings, which will consist of large group and small group discussions. Weekly mindmeld wikis and other assignments are due on **Fridays**.










 web link
  audio recording
  course book
  article or chapter
  film/video link
  assignment due next week

Unit 1: BIG IDEAS








Module	Week	Key Terms + Concepts		Read/Watch/Listen
1: Introduction	August 18-20 !!	what is religion? religion clauses of the US Constitution three constitutional landscapes	 	<p>"Supreme Court says states that subsidize private education must include religious schools," <i>Washington Post</i>, June 30, 2020.</p> <p>Asma D. Uddin, "What is Religious Freedom, Anyway?," in <i>When Islam is Not a Religion</i> (Pegasus, 2019), 104-138.</p>
	August 25-27  Hot take due August 28	race empire citizenship	   	<p>Wenger, <i>Religious Freedom: The Contested History of an American Ideal</i>, introduction (pp 1-14) and conclusion (pp 233-239)</p> <p>Su, <i>Exporting Freedom: Religious Liberty and American Power</i>, pp 1-10, 159-162</p> <p>Douglass, "What to the Slave is the Fourth of July?" (1852)</p> <p>Optional: https://tif.ssrc.org/universe-of-terms-race/</p>




Unit 2: FOUNDING

2: Colonial and Early National Precedents	September 1-3	American exceptionalism religious commonwealth origin story	    	<p>John Winthrop, "Model of Christian Charity" (1630)</p> <p>Abram Van Engen, "The Birth of a Story," in <i>City on a Hill: A History of American Exceptionalism</i> (Yale 2020), 1-16.</p> <p>Flushing Remonstrance (1657)</p> <p>Wei Zhu, "The Forgotten Story of the Flushing Remonstrance," <i>The Immanent Frame</i>, January 15, 2014.</p> <p>Optional: "A Conversation with the Author of 'City on a Hill: A History of American Exceptionalism,'" St. Louis On the Air (March 5, 2020)</p>
	September 8-10	establishment free exercise conscience	  	<p>Thomas Jefferson, VA Bill for Establishing Religious Freedom (1779)</p> <p>James Madison, Memorial and Remonstrance (1785)</p> <p>Ronit Stahl, "Conscience," in <i>Religion, Law, U.S.A.</i>, 40-58</p>






















3: Constitution and 19th-c. Interpretation	September 15-17 !!	separation of church and state disestablishment belief	      	<p>Constitutional Debates (1789)</p> <p><u>Bill of Rights</u> (1791)</p> <p><u>Jefferson Danbury Baptist Letter</u> (1802)</p> <p><u>14th Amendment</u> (1868)</p> <p><u>Reynolds v. United States</u> (1878); pp 3-7 (13-17) in casebook</p> <p>Sarah Imhoff, "Belief," in <i>Religion, Law, U.S.A.</i>, 26-39</p> <p>Kathleen Holscher, "Separation," in <i>Religion, Law, U.S.A.</i> 91-107</p>
	September 22-24  Interview due September 25	denominational citizenship church-state politics		<p>Flake, <i>The Politics of American Religious Identity</i>, 1-11, 159-177, 56-108, 138-158; skim 12-55,109-137.</p>

Unit 3: DEFINING

4: Defining Religion	September 29-October 1	"civilizational assemblages" formation of "US religious freedom talk" Spanish American War		<p>Wenger, <i>RF</i>, chapter 1: "Making the Imperial Subject" (pp15-53)</p> <p>Thursday: Guest Discussant, Dr. Tisa Wenger, Yale University and Yale Divinity School</p>
	October 6-8	"religion" as protected category secularism "Protestant volunteerism" normativity/ hegemony	  	<p>Wenger, <i>RF</i>, "Making Religion on the Reservation," 101-142</p> <p>Finbarr Curtis, "The Fundamental Faith of Every True American," in <i>The Production of Religious Freedom</i> (NYU Press, 2016), 87-112.</p> <p>Optional: Asma T. Uddin, author of <i>When Islam is Not a Religion: Inside America's Fight for Religious Freedom</i> (Pegasus, 2019), <u>Politics & Prose interview with Michelle Boorstein</u>, religion reporter at the Washington Post (September 30, 2019)</p>
5: Defining Citizenship	October 13-15 !!	citizenship immigration pluralism	  	<p><i>United States v. Bhagat Singh Thind</i> (1923)</p> <p>Jennifer Snow, "The Civilization of White Men: The Race of the Hindu in <i>United States v. Bhagat Singh Thind</i>," in <i>Race, Nation, and Religion in the Americas</i>, 259-280</p> <p>Wenger, <i>RF</i>, "Making American Whiteness," 143-187</p>

	<p>October 20 Fall Break</p> <p>October 22 Proposal due October 23</p>	<p>antiblack racism</p> <p>Jim Crow</p> <p>Civil Rights</p> <p>the "Black Church"</p>	 	<p>Wenger, <i>RF</i>, "Defining a People," 188-231</p> <p><i>LAm Not Your Negro</i> (dir. Raul Peck, Magnolia Pictures, 2017)</p> <p>Available to stream for free through Kanopy, SLU libraries' streaming subscription. Follow link  to set up your account or search through library catalogue. Also available to rent on YouTube and Amazon and to stream with Netflix subscription (or trial subscription).</p>
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Unit 4: EXPANDING

6: New Constitutional World	<p>October 27-29</p>	<p>incorporation</p> <p>direct burden</p> <p>indirect burden</p> <p>Sherbert test</p>	    	<p>Cantwell v. Connecticut (1940)</p> <p>Minersville School District v. Gobitis (1940)</p> <p>West Virginia State BOE v. Barnette (1943)</p> <p>Sherbert v. Verner (1963) </p> <p>Bob Jones University v. United States (1983) </p>
	<p>November 3 Election Day </p> <p>November 5</p>	<p>compelling state interest</p> <p>Religious Freedom Restoration Act</p>	 	<p>Oregon Employment Division vs. Smith (1990) </p> <p>City of Boerne v. Flores (1997) </p>
	<p>November 10-12</p> <p>!!</p>	<p>neutrality</p> <p>general applicability</p> <p>legal personhood</p> <p>church-in-law</p>	  	<p>Church of the Lukumi Babalu Aye, Inc. v. City of Hialeah (1993) </p> <p>Hosanna-Tabor Evangelical Lutheran Church and School v. Equal Employment Opportunity Commission (2012) </p> <p>Burwell v. Hobby Lobby Stores (2014) </p>
7: Exporting Freedom	<p>November 17-19</p> <p>Case study due November 20</p>	<p>foreign policy</p> <p>universal rights</p> <p>"Age of Exceptionalism"</p>		<p>Su, <i>Exporting Freedom</i>, 60-158</p>
	<p>November 24</p> <p>!!</p>	<p>Is religious freedom possible?</p>	 	<p>Duncan Ryūken William, "America: A Nation of Religious Freedom?" In <i>American Sutra: A Story of Faith and Freedom in the Second World War</i> (Harvard, 2019), 15-38.</p> <p>Winnifred Fallers Sullivan, "The Impossibility of Religious Freedom," <i>The Immanent Frame</i> (July 8, 2014)</p>
	<p>December 4</p>			<p>Final Project Deadline</p>