

CITY ON A HILL

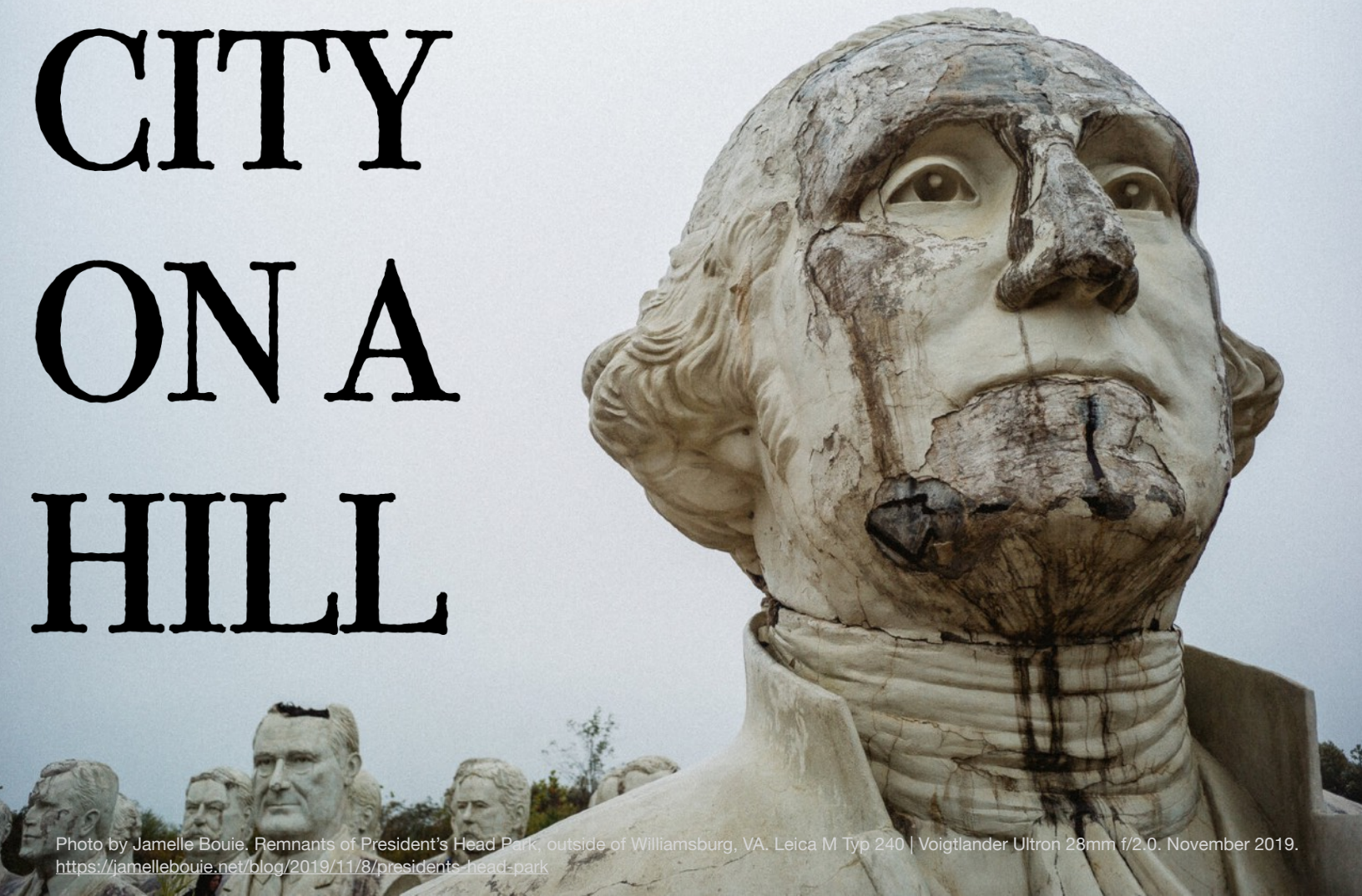


Photo by Jamelle Bouie. Remnants of President's Head Park, outside of Williamsburg, VA. Leica M Typ 240 | Voigtlander Ultron 28mm f/2.0. November 2019.
<https://jabellebouie.net/blog/2019/11/8/presidents-head-park>

Religion, Law, and Citizenship in America



SAINT LOUIS
UNIVERSITY™

Dr. Rachel Lindsey

she/her

rachel.lindsey@slu.edu

Campus Office: Adorjan 344

[Zoom](#) Office Hours: Wed. 9-11a

THEO 4930-01 Spring 2021

Tuesday + Thursday

2:15-3:30pm Central Time

[ZOOM](#) Class Link

Xavier G22* (semester starts remotely)

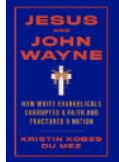
COURSE OBJECTIVES

- * **Introduce** key frameworks in the history of religion, law, and citizenship in the United States
- * **Develop** advanced reading proficiencies in academic monographs
- * **Cultivate** informed conversation around complex aspects of modern life
- * **Synthesize** primary and secondary sources through interdisciplinary inquiry and analysis

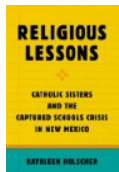
REQUIRED BOOKS / All other materials are linked or posted to Blackboard



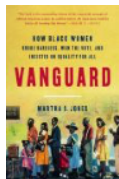
Joshua Dubler and Isaac Weiner, eds., *RELIGION, LAW, USA* (NYU, 2019)



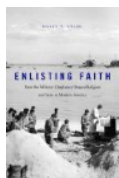
Kristin du Mez, *JESUS AND JOHN WAYNE: HOW WHITE EVANGELICALS CORRUPTED A FAITH AND FRACTURED A NATION* (Liveright, 2020)



Kathleen Holscher, *RELIGIOUS LESSONS: CATHOLIC SISTERS AND THE CAPTURED SCHOOL CRISIS IN NEW MEXICO* (Oxford, 2012)



Martha S. Jones, *VANGUARD: HOW BLACK WOMEN BROKE BARRIERS, WON THE VOTE, AND INSISTED ON EQUALITY FOR ALL* (Basic, 2020)



Ronit Stahl, *ENLISTING FAITH: HOW THE MILITARY CHAPLAINCY SHAPED RELIGION AND STATE IN MODERN AMERICA* (Harvard, 2017)



Duncan Ryūken Williams, *AMERICAN SUTRA: A STORY OF FAITH AND FREEDOM IN THE SECOND WORLD WAR* (Harvard, 2019)



Grace Yukich, *ONE FAMILY UNDER GOD: IMMIGRATION POLITICS AND PROGRESSIVE RELIGION IN AMERICA* (Oxford, 2013)

ASSIGNMENTS AND GRADING

1. Participation (20%)

This course begins as an online seminar with the fervent hope of transitioning to in-person meetings later in the semester. Regardless of modality, participation is measured by demonstrating active learning—including but not limited to timely engagement with course materials, contributing to class discussions, collaboration with each other, and meeting posted deadlines. Some class periods may be structured as short check-ins and structured reading time. As an advanced seminar, you have both the flexibility and the responsibility to do some of the coursework (reading, writing, thinking, editing, reviewing, collaborating, etc.) on your own schedule.

Additionally, each student will meet briefly with Dr. Lindsey via [Zoom](#) (or, I hope, later in the semester, in person) once every unit (during 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. **Assignment submission policy is on page 8.**

2. QNQs (30%)

QNTs are “Quote Note Question” responses to weekly materials. Average length is 1-2 pages single spaced. Due to **Blackboard** Wednesdays by 5pm.

Quote: Select a quotation from one of the week’s readings or other assigned materials. The length is not important—it could be a whole paragraph or even just a single word. It might also be an image or something you heard. But you should select a quotation that helps illuminate or clarify something about the material and underlying themes, issues, questions, or problems. You might fully understand the quotation or you might not. It’s okay to use this assignment to work out your ideas. Be sure to properly cite the source: author/maker, text/image/etc., date of publication, and page number(s). Consult the Chicago Manual of Style, 16th edition, for full citation standards.

Note: The note is a comment about the quotation you selected—it can be an observation or an extended reflection about the material. It should draw upon close observation and analysis—demonstrates attention to details of the source, perhaps by looking for patterns or asking what is included or excluded and why. In most cases, drawing from assigned readings, you might take special note of the language the author uses, the style in which a text was written, the intended audience, or the kind of world created within the text (and how it compares the world in which the text was produced or the world we live in today). Your note may try to explain something complicated, reveal a hidden or underemphasized argument in the text, or draw attention to some of the text’s limitations. Similar modes of inquiry can be performed in non-textual sources—how does an image convey or deflect knowledge? How does this sound invite deeper scrutiny of lived worlds of law and citizenship? Your goal is not to be “right” but rather to demonstrate a thoughtful and perhaps even creative reading of a source.

Question: Compose a question about the quotation you have just addressed. Your question will **not** require outside research. Instead, it should be a question about what something in the source means or how it works or what it does. You can of course bring in other evidence or material to ground your question, but that step is not required for a strong question. This should not be a simple “yes or no” question but instead one that calls for further interpretation or reflection.

QNGs will be evaluated based upon the three required components as well as the thoughtfulness and creativity of your work. Responses should be written in academic prose and proofread before submitting for scoring. Remember to keep your audience in mind—do not assume your reader comes from the same cultural or religious background as you do and write in a way that respects this difference. Please review the rubric and submit your responses to the designated Blackboard folder.

3. **Discussion leader** (10%)

In addition to weekly attendance and preparation, each student will lead discussion **two times** throughout the semester. Discussion leaders have two responsibilities. They are to introduce the principal readings and other materials at length and structure a robust conversation around the week’s materials. Presenters should strive to fit the two responsibilities seamlessly together in the course of the discussion. Discussion leaders should prepare at least 5 substantive questions and submit a copy to Prof. Lindsey at the start of class.

4. **Final Project** (40%, scaffolded over the semester).

Note that the final deadline is **FRIDAY, MAY 14, AT 5PM**, but there are scaffolded deadlines throughout the semester that contribute to this overall score.

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

Paper: You may choose to write a standard academic research paper on a topic of your choice that contributes to a greater understanding of religion, law, and citizenship in the US.

Paper Ground Rules:

- Your paper must pick up on and/or explore some theme, person, object, event, or concept related to religion, law, and citizenship
- This research paper is not a reflection or a memoir. You must choose a **research methodology** (history, ethnography, sociology, etc.) with which you have sufficient proficiency to conduct your research and analyze your findings.
- Your paper must have a **thesis, evidence, and substantive conclusion**
- Final papers must be **10-12 pages of original research**. Papers must also include proper **citation** and a **bibliography** of at least 10 sources (including primary and secondary). At least 5 sources must be books or peer-reviewed journal articles.

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 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.

Unessays are rigorous and thoughtful analyses that contribute to greater understanding of religion, law, and citizenship in the US. While evaluated differently than a conventional academic research paper, they require as much or more research, thought, and attention to presentation of ideas. 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 paper must pick up on and/or explore some theme, person, object, event, or concept related to religion, law, and citizenship
- 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 for your source list will vary based on the form of your unessay). In lieu of a bibliography, this source list demonstrates your conversation partners. It must include at least 10 sources (including primary and secondary). At least 5 sources must be books or peer-reviewed journal articles that position and inform your intervention within broader conversations.
- Every unessay must have a **textual component** that frames your project in the context of religion, law, and citizenship 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, artist's statement, 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.

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

Proposal **DUE TUESDAY, MARCH 9.** 5% of Final Project Grade. 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. Meeting with Dr. Lindsey before you submit your proposal is strongly recommended.

Project proposals 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

- Draft** **IN CLASS, TUESDAY, APRIL 20.** 5% of Final Project Grade. Peer review of works in progress. Share ONE copy of your draft with classmates and turn in ONE copy to Dr. Lindsey by end of day.
- Symposium** Final exam period, **THURSDAY, MAY 14, 2-3:50PM.** 10% of Final Project Grade. Our final exam period will be a symposium of your work. Each student/project will have 10 minutes to present their work and up to 10 minutes for Q&A.
- Final Project** Final Projects are due no later than **FRIDAY, MAY 15, AT 5PM.** 20% of Final Project Grade. This gives time to anyone who wants to incorporate feedback from the symposium into their work.

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.

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:

Religion, Law, and Citizenship in America

<https://slu.zoom.us/j/98349920914?pwd=cUJsR1UwandpWE9sMjFmd0FCSFh5QT09>

The recurring Zoom meeting for OFFICE HOURS this semester is:

Dr. Lindsey's Spring 2021 Office Hours

Wednesdays 9-11am; and by Appointment

<https://slu.zoom.us/j/93971247134?pwd=ZTRMUkU1VIA3NXJYMWxFZkY1aEhLdz09>

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.
4. 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.
5. 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 4930) 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.



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.

QnQs are posted directly into Blackboard. Attach Final Project components to the designated Blackboard Assignment. Written work 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 5 hours each week (on average) to this class outside of our weekly 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 February 19.

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](#). Inquires 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

 web link
  audio recording
  course book
  article or chapter
  film/video link
  podcast









Unit 1: FRAMINGS

1 >	January 28	What is religion? What is citizenship? What is America?	Welcome + Introductions Locating religion, law, and citizenship Syllabus Overview
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CONSTITUTIONAL CATEGORY









2 >	February 2	Religion clauses Citizenship Law	 Thomas Jefferson, <u>VA Bill for Establishing Religious Freedom</u> (1779)  James Madison, <u>Memorial and Remonstrance</u> (1785)  An Act to establish an uniform Rule of Naturalization (1790)  Bill of Rights (1791)  14th Amendment (1868)
	February 4	Establishment Free Exercise Personhood	 Finbarr Curtis, "Exercise," <i>Religion, Law, USA</i> , 59-72  Anna Su, "Establishment," <i>Religion, Law, USA</i> , 73-87  Sylvester Johnson, "Personhood," <i>Religion, Law, USA</i> , 248-264

ORIGIN STORIES



3 >	February 9	City on a Hill Founders Storytelling Memory History	 John Winthrop, " Model of Christian Charity " (1630)  Abram Van Engen, "The Birth of a Story," in <i>City on a Hill: A History of American Exceptionalism</i> (Yale 2020), 1-16.  Lauren R. Kerby, "Founders," <i>Saving History: How White Evangelicals Tour the Nation's Capitol and Redeem a Christian America</i> , 26-52  Explore and Reflect: 1776 Commission Report and The 1619 Project  Optional: " A Conversation with the Author of 'City on a Hill: A History of American Exceptionalism' ," St. Louis On the Air (March 5, 2020)
	February 11	Civil religion secularism religious freedom citizenship	 Khyati Joshi, "Christianity and American National Identity," <i>White Christian Privilege</i> , 21-61  Judith Weisenfeld, " Post-Racial America? The Tangle of Race, Religion, and Citizenship ," <i>Religion & Politics</i> , October 24, 2012  Dubler and Weiner, "Introduction: Religion, Law, USA," <i>Religion, Law, USA</i> 1-22 + How to Gut a Book

UNIT 2: NARRATIVES








EQUALITY

- 4 > February 16
 QNQ Due
 Wednesday
- pendulum  Jones, *Vanguard*, 1-42, 267-276
- constitutionalism  Janine Giordano Drake, "Race, Class, Religion, and American Citizenship," *Oxford Handbooks* (2017)
- equality
- suffrage  *American Pendulum II* (podcast)
- Bring 1-2 primary sources that demonstrate(s) Jones's thesis
- [February 18]
-  Jones, *Vanguard*, 43-120
-  Fannie Lou Hamer: Stand Up. Mississippi Public Broadcasting, documentary (27min)
- 5 > February 23
 QNQ Due
 Wednesday
-  Jones, *Vanguard*, 43-266

STATE











- February 25
- "separation of church and state"  Stahl, *Enlisting Faith*, 1-14, 226-275
- conscience  Kathleen Holscher, "Separation," in *Religion, Law, USA*, 91-107
- state
- Bring 1-2 primary sources that demonstrate(s) Stahl's thesis
- 6 > [March 2]
 QNQ Due
 Wednesday
-  Stahl, *Enlisting Faith*, 15-105
- March 4
-  Stahl, *Enlisting Faith*, 106-225

(WHITE CHRISTIAN) NATIONALISM












- 7 > March 9
 Semester Project Proposals Due
- evangelicalism  Kristin Du Mez, *Jesus and John Wayne*, 1-59, 295-309
- belief  Sarah Imhoff, "Belief," in *Religion, Law, USA*, 26-39
- gender  "The Bible and the Klan: Dr. Kelly J. Baker." *Things Not Seen* (48min)
- Religious Right
- Bring 1-2 primary sources that demonstrate(s) du Mez's thesis
- NO QNQ THIS WEEK**
- March 11
 March Break
- 8 > March 16
 QNQ Due
 Wednesday
-  Du Mez, *Jesus and John Wayne*, 60-294
- **read as much as you can, flip through chapters that don't grab your attention, try to get a good sense of the overall argument, evidence, and impact of the argument. We will discuss in class on March 16 but there are no more assigned readings this week**
- March 18
- No class at 2:15pm**
-  **Convene at 7pm (on Zoom)** for Religion and Complex Social Issues Series conversation with Prof. Kristen Du Mez, Registration Link TBD

Unit 3: SITES




SCHOOLS

9 >	<p>March 23</p> <p> QNQ Due Wednesday</p>	<p>"captive schools"</p> <p>Bible reading in public schools</p> <p>neutrality</p> <p>segregation academies</p>	<p> Holscher, <i>Religious Lessons</i>, pp. 3-22, 189-199</p> <p> School District of Abington Township, PA v. Schempp (1963) </p> <p> Bob Jones University v. United States (1983) </p> <p>Bring 1-2 primary sources that demonstrate(s) Holscher's thesis</p>
	<p>March 25</p>	<p>sovereignty</p>	<p> Holscher, <i>Religious Lessons</i>, 77-105</p> <p> Tisa Wenger, "Sovereignty," <i>Religion, Law, USA</i>, 108-128</p>
10 >	<p>March 30</p> <p> QNQ Due Wednesday</p> <p>April 1</p>		<p> Holscher, <i>Religious Lessons</i>, 136-188</p> <p>No readings—checking in, catching up</p>




INTERMENT CAMPS

11 >	<p>April 6</p> <p> QNQ Due Wednesday</p>	<p>protection</p> <p>nativism</p> <p>"Orientalism"</p>	<p> Williams, <i>American Sutra</i>, 1-38, 254-258</p> <p> Rosemary R. Corbett, "Protection," <i>Religion, Law, USA</i>, 129-151</p> <p>Bring 1-2 primary sources that demonstrate(s) Stahl's thesis</p>
	<p>[April 8]</p>		<p> Williams, <i>American Sutra</i>, 39-148</p> <p> Watch: "Japanese Relocation," Office of War Information Bureau of Motion Pictures (1943)</p>
12 >	<p>April 13</p> <p> QNQ Due Wednesday</p> <p>April 15</p> <p>No class at 2:15</p>		<p> Williams, <i>American Sutra</i>, 149-253</p> <p> Convene at 7pm (on Zoom) for Religion and Complex Social Issues Series conversation with Prof. Willie James Jennings, Registration Link TBD</p> <p> Listen: Willie Jennings, "Race and Christian Theology," OnScript Podcast, January 7, 2020</p> <p> Read: Leah Silvieus, "Confronting whiteness in theological education: Q&A with Prof. Willie Jennings," Yale Divinity School, October 8, 2020</p>
13 >	<p>April 20</p> <p> Semester Project Drafts Due April 20</p> <p>NO QNQ THIS WEEK</p>		<p>Peer Review Project Drafts</p>

FAMILIES

	April 22	sanctuary foreign policy immigration	 Yukich, <i>One Family Under God</i> , 1-38, 199-232
			 Judith McDaniel, "The Sanctuary Movement, Then and Now," <i>Religion & Politics</i> , February 21, 2017
			Bring 1-2 primary sources that demonstrate(s) Stahl's thesis
14 >	April 27		 Yukich, <i>One Family Under God</i> , 39-119
		 QNQ Due Wednesday	 "Sanctuary Movement and U.S. policy in Central America," <i>American Interests</i> , WETA-TV (Washington, DC), October 26, 1985 (28 min.)
			 Watch: "Sanctuary Movement," <i>Religion & Ethics Newsweekly</i> , February 3, 2017 (9m)
	April 29		 Yukich, <i>One Family Under God</i> , 120-198

Unit 4: CONCLUSIONS?

15 >	May 4	 QNQ Due Wednesday	 Vincent Lloyd, "Hope," in <i>Religion, Law, USA</i> , 265-282
			 Winnifred Fallers Sullivan, "Afterword," <i>Religion, Law, USA</i> , 283-288
	May 6		Your Turn! Rewrite the Syllabus Day
	May 14		Symposium
	May 15		Final Project Deadline, 5pm