Course Description
This course is concerned with two of the three things (see week 11 for the third) that we are taught never to discuss in polite company: religion and politics. We will examine the role of various religious traditions with each other and the interactions with government. We will look at both historical questions and the contemporary questions. What did the framers want? Did they get what they wanted? What were their beliefs? Did their beliefs influence the decisions they made? How do the various religious groups influence the political world today? How do religious attitudes influence political attitudes and behaviors today? Are these influences condition by group affiliation?

Course Goals
The goal of this course is to familiarize students with the role of religion in politics. You should have an understanding of both normative and empirical questions surrounding the role of religion in politics and the role of government in religion. This understanding should be both historical and contemporary.

Readings

Reserve Readings

Grading
Exam I 20% February 17, 2015
Exam II 20% March 24, 2015
Exam III 25% April 30, 2015 (11:00 AM – 1:30 PM)
Final Project 35% April 23, 2015

Components of project
Hypothesis and preliminary sources for paper February 3, 2015 20%
Introduction to paper March 3, 2015 20%
Revised introduction to paper and analysis April 7, 2015 40%
Completed paper April 23, 2015 20%

Grading System
93 – 100 A
90 – 92 A-
88 – 89 B+
83 – 87 B
80 – 82 B-
78 – 79 C+
73 – 77 C
70 – 72 C-
68 – 69 D+
63 – 67 D
60 – 62 D-
Less than 60 F
Examinations
There will be three examinations over the course of the term. These are designed to test your comprehension of material covered in readings and lectures. These examinations will be closed-note and closed-book.

Final Project
I want you to develop a hypothesis concerning religion and politics and evaluate this hypothesis with the available evidence. Do NOT simply look for evidence that supports your hypothesis. Look for evidence regardless of whether it supports your hypothesis. This paper is to be much more than simply a summary of what others have had to say on a topic. If you simply do a literature review, you will not be happy with your grade. There will be more on the writing process as the semester continues. You will note, however, that there are several due dates associated with the paper. At each of these stages, you will receive a grade and comments on what you have turned into me. You are encouraged to turn in items early. I will endeavor to get them back to you with comments before you have to turn them in for a grade. Late assignments are penalized a full letter grade a day (weekends do not count). Aside from these due dates, you are required to meet with me about your paper.

Academic Integrity
Although students are encouraged to study collaboratively and consult with one another frequently, cheating on tests, assignments, or the research paper will not be tolerated. I will diligently enforce the University Academic Integrity Policy. See the following: [www.ecu.edu/cs-acad/fsonline/customcf/currentfacultymanual/part6.pdf](http://www.ecu.edu/cs-acad/fsonline/customcf/currentfacultymanual/part6.pdf).

Students with Disabilities
East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services located in Slay 138. Phone number: 252–737–1016.

Class Decorum
I expect all students to exhibit a high level of courtesy toward each other. Please arrive on time and stay for the entire class. While I endorsed the reading of newspapers and the listening to music, please refrain from doing either in class. If you make use of a computer in class, either a laptop or a tablet, please make certain that it is only for class material. In fact, you would probably be better served to take notes by hand rather than typing them during class. Also, there is No excuse for texting, Facebooking, and the like during class time. Please be respectful while other students are asking or answering a question. Treat those individuals and you would wish to be treated. The course syllabus is a general plan for the course; deviations analysis of the class by the instructor may be necessary.
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<tr>
<th>Week</th>
<th>Topic</th>
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| 1    | The Historical Legacy | Readings  
  • Chapter 1  
  • Meacham, “Introduction” |
| 2 & 3 | Religion in America | Readings  
  • Text, Chapters 2 and 3  
  • Kramnick and Moore, “Is America a Christian Nation”  
  • Carter, “The ‘Christian Nation’ and Other Horrors” |
| 4 & 5 | Public Opinion and Political Behavior | Readings  
  • Chapter 4  
  • Kohut et al., “Religion and Political Attitudes” |
| 6    | The Politics of Organized Interest Groups | Readings  
  • Chapter 5  
  • Organizational websites |
| 7    | Political and Cultural Elites | Readings  
  • Chapter 6 |
| 8    | Civil Society and Political Culture | Readings  
  • Chapter 7 |
| 9    | Religion and the State | Readings  
  • Chapters 8 and 9 |
| 10   | Latino and African American Politics | Readings  
  • Chapter 10  
  • Cone, “Christian Theology and Scripture as the Expression of God's Liberating Activity for the Poor” |
| 11   | Sex and Politics | Readings  
  • Chapter 11 |
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<td>● Guth et al., “Politics of Protestant Clergy”</td>
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<td></td>
<td>● Guth et al., “The Real Two-Party System”</td>
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<td>● Carter, “Matters of Life and Death”</td>
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<td>● Campolo, “Can We Help the Poor Without Making Matters Worse?”</td>
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<td>● Chapter 12</td>
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