

## Term Information

Effective Term Autumn 2020  
[Previous Value](#) [Autumn 2015](#)

## Course Change Information

**What change is being proposed? (If more than one, what changes are being proposed?)**

Addition of DL option

**What is the rationale for the proposed change(s)?**

Covid-19 inspired option to add DL option that the faculty wishes to retain permanently to increase RS online options

**What are the programmatic implications of the proposed change(s)?**

**(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?**

Just another option for students wishing to take this class to fulfill major, minor, or GE requirements

**Is approval of the request contingent upon the approval of other course or curricular program request?** Yes

**Please identify the pending request and explain its relationship to the proposed changes(s) for this course (e.g. cross listed courses, new or revised program)**

cross listed with RelStds

**Is this a request to withdraw the course?** No

## General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3680
Course Title	Religion and Law in Comparative Perspective
Transcript Abbreviation	Rel&Law Comp Persp
Course Description	Comparative, interdisciplinary approach to studying religion and law. Drawing on concrete cases, historical studies, and theoretical literature, the course explores how the relationship between religion and law has been configured differently in different liberal democracies, such as the U.S., France, and Israel, and what this might mean for contemporary debates. Team-taught w/ faculty in RelStds.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<a href="#">Previous Value</a>	<a href="#">No</a>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Recitation, Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No

<b>Admission Condition Course</b>	No
<b>Off Campus</b>	Never
<b>Campus of Offering</b>	Columbus

## **Prerequisites and Exclusions**

<b>Prerequisites/Corequisites</b>	
<b>Exclusions</b>	Not open to students with credit for RelStds 3680.
<b>Electronically Enforced</b>	No

## **Cross-Listings**

<b>Cross-Listings</b>	Cross-listed in RelStds.
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## **Subject/CIP Code**

<b>Subject/CIP Code</b>	54.0101
<b>Subsidy Level</b>	Baccalaureate Course
<b>Intended Rank</b>	Freshman, Sophomore, Junior, Senior

## **Requirement/Elective Designation**

General Education course:  
Historical Study; Global Studies (International Issues successors)  
The course is an elective (for this or other units) or is a service course for other units

## **Course Details**

<b>Course goals or learning objectives/outcomes</b>	<ul style="list-style-type: none"><li>• To equip students with tools for thinking about the relationship between law and religion in contemporary politics, philosophy and culture.</li><li>• To help students analyze this relationship with recourse to a rich comparative framework that will place key ideas in the context of historical change and geographical diversity.</li><li>• To provide students with a sophisticated understanding of key concepts that will inform their approach to the course, including secularism, religious freedom, neutrality, toleration, separation of church and state, and nationalism.</li><li>• To prepare students for the responsibilities of citizenship by bringing the resources of the course to bear on contemporary controversies and debates in nuanced ways.</li></ul>
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**COURSE CHANGE REQUEST**  
3680 - Status: PENDING

Last Updated: Heysel,Garett Robert  
07/17/2020

**Content Topic List**

- Religion
- Law
- Democracy
- Freedom
- Secularism
- Christianity
- Islam
- Judaism
- History
- Politics
- Pluralism
- Courts
- Schools

**Sought Concurrence**

No

**Attachments**

- RS3680\_online\_syllabus\_Fall2020.docx: new DL syllabus  
*(Syllabus. Owner: Heikes,Jacklyn Celeste)*
- 3680 Syllabus Spring 2019.pdf: old in-person syllabus  
*(Syllabus. Owner: Heikes,Jacklyn Celeste)*
- HIST 3680.docx: ASC Tech checklist  
*(Other Supporting Documentation. Owner: Heikes,Jacklyn Celeste)*
- RS 3680 GE Assessment Plan - DL Revised.doc: GE Assessment Plan  
*(GEC Course Assessment Plan. Owner: Heikes,Jacklyn Celeste)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Heikes,Jacklyn Celeste	07/16/2020 04:01 PM	Submitted for Approval
Approved	Elmore,Bartow J	07/16/2020 09:42 PM	Unit Approval
Approved	Heysel,Garett Robert	07/17/2020 07:47 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	07/17/2020 07:47 AM	ASCCAO Approval

# SYLLABUS: HISTORY/RELIGIOUS STUDIES 3680 RELIGION AND LAW IN COMPARATIVE PERSPECTIVE FALL 2020 - ONLINE

## Course overview

### Instructor

Instructor: Isaac Weiner

Preferred contact method: via Carmen messages

Alternative contact method: by email at [weiner.141@osu.edu](mailto:weiner.141@osu.edu)

Office hours: Thursday, 3-4:30pm, via CarmenZoom (video, audio, or live text) or by virtual appointment

Office location: *no physical office available*

### Course description

At the end of its last term, the US Supreme Court decided several momentous cases related to religion. If the State creates a scholarship program to help students attend secular private schools, must it include religious schools, too? Can private corporations opt out of providing their employees with insurance coverage for contraception if they claim to have “religious or moral” objections? Can a business or workplace fire or refuse to hire someone who is gay? How about a Catholic school? And if the State requires restaurants, bars, and movie theaters to close because of COVID-19, can it shut down churches and houses of worship, too?

Cases like these dominate American news and politics. They raise critical questions about what religious freedom means in the US today, about religion’s proper place in American public life, and about how we understand what it means to be an American. Yet as contentious as these conflicts are in the contemporary United States, they have been handled differently in other times and places.

In this course, we will examine the relationship between religion, law, and liberal rights across a variety of national contexts, including but not limited to the United States. By adopting a comparative, interdisciplinary approach, we will try to understand how and why different societies have adopted very different ways of dealing with these issues. We will focus our discussions on a concrete set of case studies, from which we can garner a broader set of theoretical insights about the relationship between religion and liberal democracy today. Assignments will offer you opportunities to cultivate your own public voice by drawing on the tools you learn in this class to reflect on and intervene in other contemporary debates.

## Course learning outcomes

By the end of this course, students should successfully be able to:

- Compare and contrast the ways different modern nation states define and regulate religion
- Identify historical and social factors that account for some of these differences
- Apply theoretical insights about the intersection of religion and law to concrete case studies
- Assess what is or is not distinctive about the American way of regulating religion
- Engage in informed discussion and debate about contentious issues at the intersection of religion and public life

## GE Course Information

### Historical Studies

Goals: Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes:

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

We meet the outcomes by:

- Reading case law and secondary sources that allow us to analyze particular historical and social factors that shaped the development of religious freedom and secularism in different times and places
- Describing and analyzing the origins and nature of contemporary issues, such as the place of religion in public schools and the state's role in regulating marriage and sexuality
- Analyzing competing interpretations of key events in the historical development of religious freedom, such as the drafting of the First Amendment to the U.S. Constitution
- Applying these skills to cases not on the syllabus

### Diversity: Global Studies

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

We meet the outcomes by:

- Conducting cross-cultural comparative analysis, through which we will learn about the different ways that religion and law have intersected and interacted in countries such as France, Israel, and Malaysia, and about some of the political, cultural, social, and philosophical aspects of diverse religious communities, including Jewish, Christian, and Muslim
- Preparing ourselves for the responsibilities of global citizenship in a diverse and interconnected world by cultivating tools for thinking historically and comparatively about contemporary issues related to religion and law and through assignments that will invite us to bring insights learned in this course to bear on contemporary issues and case studies

## Course materials

### Required texts

There are no required texts to purchase for this course. All reading and viewing materials are available on Carmen.

## Course technology

The instructor does not provide technical support. For help with your password, university e-mail, Carmen, CarmenZoom, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/help>
- **Phone:** 614-688-HELP (4357)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)
- **TDD:** 614-688-8743

For issues with using the OSU Libraries catalog for research, accessing electronic databases, or circulation, contact the Libraries directly.

- **Self-service and chat support:** <http://libanswers.osu.edu>
- **Phone:** 614-292-6785
- **Email:** <http://libanswers.osu.edu/q.php>

## Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#). I encourage you to set your Carmen notifications so that you receive notice of announcements, messages, upcoming deadlines, and any adjustments to the syllabus.

## Technology skills necessary for this specific course

- [CarmenZoom](#) virtual meetings
- Collaborating using Carmen's Groups tools
- Recording, editing, and uploading audio (a written alternative option will be provided for anyone needing an accessibility accommodation) – information will be provided

## Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
  - A tablet (e.g., University-issued iPad) is an acceptable alternative as long as you have a keyboard and the capacity to save documents as Word files or PDFs
- Microphone: built-in laptop or tablet mic or external microphone
- Webcam is a plus
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

## Necessary software

- Word processor capable of saving in .doc, .docx, or .pdf formats (recommended: [Microsoft Office 365 ProPlus](#)): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets, and five phones.
  - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
  - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](http://go.osu.edu/office365help).
  - You are not required to use Microsoft Office. However, any assignments submitted through Carmen dropbox will *only* be accepted in .doc, .docx, and .pdf formats. No submissions via Google Docs, Box, Word Online, or OneDrive.
- Audacity: Audacity is a free audio-editing program available for Mac, Windows, and Linux platforms. It is not available for tablets.
  - Audacity is pre-installed in all Digital Union computer labs and can be used there when computer labs are open.

- Audacity is the *recommended* software for audio editing for the case analysis podcast project; however, if you have and are familiar with other audio editing software that can export in mp3 format, you are welcome to use that.
- Web browser: you can find information about supported browsers for using CarmenCanvas [here](#). You are responsible for ensuring that your chosen browser works properly with all course technologies.

## Carmen Access

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

# Grading and faculty response

## Grades

Assignment or category	Points
Weekly reflection posts, surveys, and participation	20
Syllabus Quiz	5
Two letters to the professor	10
News Media Curation and Analysis	15
Neighborhood Exploration and Reflection	15
Final Project: Group Podcast	15
Final Project: Analysis Paper (or Alternative Writing Exercise)	20



Total	100
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See course schedule below for due dates

## Assignment information

***For every assignment except the syllabus quiz, detailed instructions and prompts will be distributed in advance. The following is only a summary and does not include all requirements.***

***All formal writing assignments should be double-spaced, in 12-point professional font, with one-inch margins. For assignments where a word count rather than a page count is given, copy-paste your text into a Word document and use the word count tool.***

**Weekly reflection posts and participation:** For ten weeks of the semester (essentially each week when there is not a larger assignment due), you will be asked to submit a 250-word reflection post, responding to a specific prompt or set of questions as indicated on the syllabus. Some weeks, I may offer you the option to complete this exercise as a video recording of a spoken reflection, rather than a written post. At the start of the semester, you will be assigned to a small discussion group. Each week, you will post your reflection to your small discussion group forum. I highly encourage you to read and engage directly the reflection posts submitted by the other students in your group. Class participation also includes completion of the week's module, including any surveys, ungraded quizzes, or other exercises (there will often be at least one but not all of these). Weekly reflection posts are always due by midnight on Sunday night, upon conclusion of the week's module, with the exception of the last week of the semester, when posts are due by Wednesday at midnight. **Value: 20 points**

**Syllabus quiz:** A quiz on the syllabus integrated into the first week's module. **Value: 5 points**

**Two Letters to the Professor:** You will write one letter at the beginning of the semester and another at the end, each reflecting on your personal learning goals for the semester. Each letter should be single-spaced and at least 750 words. Please see detailed instructions on Carmen. **Value: 5 points each. Due 8/30 and 12/2, via Carmen dropbox.**

**News Media Curation and Analysis:** At the end of our unit on American religious freedom, you will be asked to assemble a collection of newspaper/online opinion pieces about any of the US Supreme Court's religion-related decisions from the spring 2020 term. Focusing your analysis on two or three pieces that adopt different perspectives or "sides" on the Court's decisions, you will be asked to unpack the different kinds of assumptions each piece advances about the meaning—and limits—of religious freedom today. **Value: 15 points. Due 9/27 via Carmen dropbox.**

**Neighborhood Exploration and Reflection:** At the end of our unit on public space and state neutrality, you will be asked to identify and explore a neighborhood of your choice and take an inventory of any religious and/or civic symbols that you find. In writing, you will be asked to reflect on what these symbols and/or monuments reveal about the space(s) you explored and about the meaning and limits of state neutrality. **Value: 15 points. Due 10/18, via Carmen dropbox.**

**Final Project- Group Podcast:** For the final project, you will have an opportunity to apply what you have learned in this course to a careful consideration of a particular case study of your own choosing. This assignment has two parts. For the first part, you will produce a podcast in which you will discuss your selected case study and use it to teach your fellow OSU students about the complex relationship between religion and law in the modern world. This assignment involves audio recording and editing and will be completed in groups of three or four. An alternative text-based way of completing the assignment will be available as an accessibility accommodation. You will also be required to produce a transcript. Podcasts should be 8-10 minutes long and will be submitted through the group discussion forums in MP3 format. **Value: 15 points. Due 11/22, via Carmen discussions.**

**Final Project – Analysis Paper, or Alternative Writing Exercise:** For the second part of your final project, you will write a 3-5 page analysis paper about the case study that was the subject of your group’s podcast, drawing on your group’s discussions and collaborative work. Alternatively, you can adopt a more creative format for this writing exercise, such as a newspaper opinion piece. Final papers will be written individually, not as a group effort. **Value: 20 points. Due 12/6, via Carmen dropbox.**

## Late assignments

No late work will be accepted without my consent (this consent will only be given in the rarest emergencies; see attendance policy). Make sure you are keeping up with your weekly reflection posts and participation, because doing it retroactively will not count. Schedule yourself to complete your other assignments well in advance when you can, save your work frequently and in multiple locations, know where the nearest accessible backup computer and internet access is in case of technical problems, do whatever you need to do to ensure that assignments will be handed in on time because, except in those personally-debilitating-car-accident type of situations, late work will not be accepted. I recommend you write assignments, especially your reflection posts, in a separate document or copy them before you attempt to post so you have them if the post fails to go through. While it may sometimes happen, I can’t accept “Carmen ate my homework” excuses for late assignments. Plan for things not to work perfectly. Keep backup copies of everything.

## Grading scale

Your grades will be available to you in the Carmen gradebook. It is your responsibility to monitor your grades for the course and notify the instructor of any questions or errors within 1 week of posting.

93–100: A	73–76.9: C
90–92.9: A-	70 –72.9: C-
87–89.9: B+	67 –69.9: D+
83–86.9: B	60 –66.9: D
80–82.9: B-	Below 60: E
77–79.9: C+	

## Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem. I do not provide technical support, but I do provide support with things *missing* from Carmen, so contact me ASAP if you cannot see required reading, a dropbox, or something similar.)

### Grading and feedback

For weekly assignments, you can generally expect feedback within **7 days**. Note that feedback on reflection posts will not necessarily be individual; it may consist of a post or comment directed at your whole group, or at a specific thread. For larger assignments, you can generally expect grades within **two weeks** as well as individual feedback via published rubrics.

### E-mail

Expect replies to emails or Carmen messages within 48 hours. I make every effort to reply on the same business day to messages or emails, and normally I will be able to. If you don't receive a reply within this 48 hour timeframe, please resend the email as it may not have been received.

# Attendance, participation, and discussions

## Schedule and Flow of the Course

Except for the very last week of the semester, this course operates on a Tuesday to Sunday cycle, so you have weekend days to complete regular work. Each week, the week's module will go live on Tuesday. All regular participation for the week, including completion of all the module components, any special activities, and weekly reflection posts are due on Sunday by midnight. All additional assignments are also due on Sunday night by midnight, as indicated on the course schedule and in the assignments section of this document.

The only exception to this schedule is the last module of the semester, which spans the Thanksgiving holiday break. For that module only, assignments are due by Wednesday (12/2) at midnight, rather than Sunday.

In addition, I will schedule live Zoom sessions during six weeks of the semester for those students who would like opportunities to engage me and your peers in real time. Each of those six weeks, I will schedule two sessions and offer you the opportunity to sign up for one of the two. Sessions will be scheduled during our initially scheduled class time (Thursday 2:20-3:40pm). These sessions are entirely *optional*. IT IS POSSIBLE TO COMPLETE THIS ENTIRE COURSE ASYNCHRONOUSLY. I will record the live Zoom sessions and post the recordings to Carmen for later viewing.

## Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST ONCE PER WEEK TO PASS THE CLASS**  
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will log in and interact with our Carmen site many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*. **Missing an entire week of class without a really good reason (that is, something that would count as a multi-day excused absence for an in-person class, with documentation) is grounds for failure of the course. If you fall ill or have another reason for missing more than a week of class, you are expected to contact me to let me know. Do not become inactive in the class then expect to be accommodated later unless contact was impossible.** See below for explanation of excused absences.
- **Live sessions: OPTIONAL**  
Live sessions are optional; for each week in which a live session is held, two scheduled options will be available. Both sessions will be scheduled during our originally scheduled

class meeting time (Thursday 2:20-3:40pm). A signup will be distributed in advance to cap the number of participants in each session so as to facilitate more robust discussion. If demand exceeds space, then I will schedule additional sessions. For those that cannot attend live presentations, a recording that you can watch later will be made available. It is possible to take this class fully asynchronously if needed.

- **Office hours: OPTIONAL**

All live office hours are optional and are available as video sessions, audio calls, or real-time text chats through CarmenZoom. If you need to meet outside scheduled office hours, please message or email me directly, preferably at the beginning of the week.

- **Excused absences/non-participation:**

Excuses for missing an entire week of participation are similar to excused absence excuses in an in-person class. A death in your immediate family, a bad case of the flu, or a major mental health emergency would count because these understandably affect more than 1-3 days of work. Issues that occupy only one or two days of your week, such as a temporary childcare problem, a job interview, an away game, a religious holiday, or food poisoning do not. Pre-planned family events (weddings, reunions, etc) and business trips also do not count as excused regardless of length; plan to make time to do your classwork. Travel arrangements should be made around our course schedule whenever possible. All excused non-participation must be documented in writing (doctor's note, funeral program and obituary, or similar).

- **COVID-19 Pandemic:** In addition to our regular online course policies, some additional measures may be required to cope with restrictions necessitated by the pandemic. For the most part, we will expect that changing conditions will not affect our Distance Learning class much. All plans for travel, quarantine, etc. need to be made with keeping up with our course in mind. However, should changes in policies or adjustments to our schedule need to be made, these will be announced via Carmen Announcements. Please check there for any syllabus updates made after the start of the term. Please reach out immediately if your ability to complete the course effectively is impacted by the pandemic, and I will seek to find good solutions with you. Do not wait to seek help or accommodations until after the problem has passed.

## Discussion and communication guidelines

The following are my expectations for how we will communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to draft your weekly reflection posts as if you were writing a formal research paper, you should remember to write using good grammar, spelling, and punctuation. Address me and your classmates appropriately, do not write in text-speak, or the like; be reasonably professional. Informality (such as an occasional emoticon) is fine, but keep in mind that sarcasm doesn't always come across online.
- **Citing your sources:** Please cite your sources to support what you express and never express an idea as your own that is not. (If you are citing course materials, list at least

the title and page numbers. For online sources, include a link.) Formal written assignments have more stringent requirements; see assignment sheets.

- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion. Keep backup copies of everything. Posts time out. It feels awful to lose your work in this way.
- **Conduct expectations:** Rules regarding basic classroom interaction remain fairly constant across all classes at the university, and we will maintain that decorum in this class even though we are not meeting in person. This course requires a commitment from all of us to maintain collegial, respectful spaces throughout: in group discussions, live sessions, and other venues. Because we are in a discussion-based environment and I believe in making the best possible use of your time in our classroom, guidelines governing your behavior in this class are strict. This also applies to communication about class or class-created groups outside of official platforms (for example, harassment of one of your small group colleagues on Twitter would still be a violation of our behavioral norms).

As we all know, online communication can encourage nasty and dehumanizing behavior to strangers because there's a perceived lack of consequences. There are consequences in this class. Your classmates will not feel like strangers by the end of the term. If you act like a troll—using slurs or other hate speech, denigrating your classmates' identities, advocating violence, or any other flagrant disrespect—your grade will be affected and you will be reported to Committee on Academic Misconduct. Incidents of bias and other disruptive virtual behavior will be reported to [the Office of Institutional Equity](#), Student Conduct, and/or (for talk about violence) OSU Police, and will be subject to whatever consequences they choose to impose. Bias includes any kind of discriminatory talk or action against an individual or group based on sex, gender identity, race, ethnicity, color, age, religion, sexual orientation, disability, national origin, veteran status, or HIV status. Sexual harassment (definitions here: <https://titleix.osu.edu/navigation/policy/definitions.html>) also will not be tolerated.

Though we will aggressively counteract these instances, it's unlikely these issues will arise. Just please prepare to engage with this course with genuine curiosity, openness to new ideas, and respect for difference. We'll all get the most out of the experience that way.

# Other course policies

## Academic integrity policy

### Policies for this online course

- **General policy:** Plagiarism is the unauthorized use of the words or ideas of another person, misrepresenting someone else's work as your own with or without their knowledge, quoting or paraphrasing without citing the original source, or providing work for someone else to use as their own. Plagiarism is absolutely not permitted in any assignment or venue used in this course: papers, multimedia productions, discussion posts, your digital presence in live discussions, etc. It is a serious academic offense that will result in a report to the Committee on Academic Misconduct and potentially career-altering consequences. The University's policies on plagiarism are described in detail in your student policies handbook. Please read this information carefully, and remember that at no point should words or ideas that are not your own be represented as such.
- **Written assignments:** In formal assignments, you should follow either MLA or Chicago style to cite the ideas and words of your research sources. Comprehensive information on MLA citation can be found here: [https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html). Comprehensive information on Chicago citation can be found here: [https://owl.purdue.edu/owl/research\\_and\\_citation/chicago\\_manual\\_17th\\_edition/cmoss\\_formatting\\_and\\_style\\_guide/chicago\\_manual\\_of\\_style\\_17th\\_edition.html](https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmoss_formatting_and_style_guide/chicago_manual_of_style_17th_edition.html). You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work. The Writing Center is a great resource for proofreading and advice on improving your writing; distance appointments are available. See Resources section of this syllabus.
- **Reusing past work:** You are prohibited from turning in work from a past class to your current class, even if you modify it. This is plagiarism. If you want to build on past work or revisit a topic from previous courses, please discuss the situation with me.
- **Collaboration:** The course includes opportunities for formal and informal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or major assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time. There are lots of ways to seek support for your work without crossing a boundary into cheating; you just need to be careful to know and abide by that boundary.

## Ohio State's academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

## Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on a disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

## Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video via Carmen, YouTube, and OSU's [Secure Media Library](#)
- [CarmenZoom accessibility](#)
- Collaborative course tools



- Audacity audio production – for students for whom Audacity is not accessible, an alternative text-based method for completing the assignment will be made available

## Resources for Success and Well-Being

**This course:** My primary goal in this course is to facilitate student learning and success. I have no wish to inadvertently penalize students who are making a good-faith effort to engage with the course and produce high-quality work through diligent and responsible planning. I know some things are just out of your control. If, due to personal circumstances or academic scheduling issues (e.g., three things due the same day), you anticipate or find yourself struggling with the course policies or timing, please be in touch with me *as soon as possible*. We can make a plan for ensuring you can meet course requirements. Whenever possible, reach out to me about this early rather than the day something is due or after.

**Academic well-being:** There are many resources available at OSU for students who would like academic support, including the Office of Academic Advising, Student Services, the Writing Center, Dennis Learning Center, and other services. If you find yourself in circumstances that pose a serious challenge to your ability to keep up academically (e.g. ongoing family crisis, chronic illness, hospitalization, financial crisis, or being a victim of violence), Student Advocacy is available to help you manage the situation.

- Academic Advising: <http://advising.osu.edu/welcome.shtml>
- Student Services: <http://ssc.osu.edu>
- Writing Center: <http://cstw.osu.edu>
- Dennis Learning Center: <http://dennislearningcenter.osu.edu>
- Student Advocacy: <http://advocacy.osu.edu>

**Personal well-being:** OSU also has resources to help with emotional and bodily health. Counseling and Consultation Services (<http://ccs.osu.edu>, 614-292-5766), located in the Younkin Center on Neil Avenue and in Lincoln Tower, provides mental health care, referrals, counseling groups, wellness workshops, and substance abuse resources. They can help with feeling down, anxiety, difficulty concentrating, lack of motivation, interpersonal relationship problems, and substance abuse. CCS has an after-hours crisis line that can be reached at their main number, 614-292-5766 (ext. 2) outside of office hours. During work days, emergency consultations are also available. Outside resources include the **National Suicide Prevention Hotline (1-800-273-TALK)** and the **Crisis Text Line**, which can help you talk through any kind of crisis, including self-harm, domestic abuse, depression, sexual assault, family and friend problems, substance abuse, grief, and other situations (**text START to 741-741**).

Healthcare is available for all students at the Wilce Student Health Center on campus and accepts many insurance plans; it is mostly free for those on OSU student health insurance. If you are ill, they can give you an absence excuse as well as treatment. Same-day weekday appointments are available. After hours and on weekends, there are OSU urgent care facilities near campus that accept insurance; see <https://shs.osu.edu/emergencies/after-hours-care/>.

Increasing numbers of students are finding themselves without adequate food. The Buckeye Food Alliance (<https://www.buckeyefoodalliance.org>, 614-285-4067) runs a free food pantry for OSU students in Lincoln Tower, Suite 150, that is open four days a week.

Sexual assault crisis services are available to people of all genders and orientations through the local SARNCO hotline (614-267-7020) and area hospitals. Ongoing support is available through Counseling and Consultation and Wilce Student Health. OSU Hospital, CCS, and SARNCO are confidential. You can also find support and ways to report sexual assault or harassment through the University's Title IX office (<http://titleix.osu.edu>), which does not guarantee confidentiality. Be aware that many other OSU academic and coaching staff are mandatory reporters (required to convey reports of assault to the University) and also cannot guarantee confidentiality. (To be clear, I absolutely will help you get assistance, but you have a right to be aware of OSU's reporting policies.) Choose the support system that is right for you. Being a victim/survivor of sexual assault is never your fault, and you have the right to compassionate help.

***Please do not hesitate to reach out if you are struggling and need help finding assistance.***

This course is anti-racist. The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited. If you experience something in the course that does not uphold this standard, please reach out and start a dialogue about what can be done.

Many COVID-19 pandemic related issues may arise over the course of the term. Your first resource will be the [keeplearning.osu.edu](https://keeplearning.osu.edu) website. That central source will link out to guides on many commonly encountered issues, like study space and internet access challenges, family care, counseling and support resources, etc. and will continually be updated with the latest guides and resources. If you need help, I will do my best to help connect you with the resources you need. Please don't hesitate to message or email me for help when you need it.

## Course schedule (tentative)

Week	Dates	Topics, Readings, Assignments, Deadlines
1	8/25-8/30	<p><b>Unit One: Introductions</b>            Introductions, Carmen Tour, Opening Case Study</p> <ul style="list-style-type: none"> <li>• <b><u>Read:</u></b> readings on COVID-19, church closings, and religious freedom</li> <li>• <b><u>Complete:</u></b> module including all viewing; syllabus quiz; sign up for optional synchronous session #1</li> <li>• <b><u>DUE:</u></b> Write a 250-word <b>reflection post</b> about the Supreme Court’s decision in <i>South Bay United Pentecostal Church v Gavin Newsom</i>. What are the key issues or questions this case raised for you? Who are the key stakeholders in this conflict, and what are their different interests? How do you think religious freedom ought to be weighed against public health? Are churches, synagogues, and mosques like restaurants, bars, and grocery stores, or are they fundamentally different? Does it make a difference that many churches, synagogues, and mosques argued that they <i>should</i> be closed right now?</li> <li>• <b><u>DUE:</u></b> Letter #1 to Professor</li> </ul>
2	9/1-9/6	<p><b>Unit One: Introductions</b>            Defining Secularism</p> <ul style="list-style-type: none"> <li>• <b><u>Read:</u></b> Agrama, “Questioning secularism”</li> <li>• <b><u>Complete:</u></b> module including all viewing; attend synchronous session #1 (optional)</li> <li>• <b><u>Activity:</u></b> Interview someone near you and ask them what they think of when they hear the word “Secular” or “Secularism.” What do they think “secular government” means? Take a few minutes to teach them what you learned about how Agrama defines “secularism.”</li> <li>• <b><u>DUE:</u></b> Write a 250-word <b>reflection post</b> that describes your interviewee’s answer and connects their response to the Agrama reading. In what ways were they similar or different? Did anything about their response or</li> </ul>

		about Agrama’s definition surprise you? What questions did they raise for you?
3	9/8-9/13	<p><b>Unit Two: Religious Freedom: The US Case</b> Historical Background</p> <ul style="list-style-type: none"> <li>• <u>Read</u>: <i>Reynolds v. US</i> (1879)</li> <li>• <u>Listen</u>: “What is Religious Freedom?” (MindPop podcast, episode 30)</li> <li>• <u>Complete</u>: module including all viewing; sign up for optional synchronous session #2</li> <li>• <b>DUE</b>: Write a 250-word <b>reflection post</b> that responds to the Thomas Nast cartoon included in the Carmen module. What do you learn from it about American religious freedom—and its limits—in the 19<sup>th</sup> century? How does this relate to this week’s reading and listening assignments?</li> </ul>
4	9/15-9/20	<p><b>Unit Two: Religious Freedom: The US Case</b> Defining Religion</p> <ul style="list-style-type: none"> <li>• <u>Read</u>: excerpts from <i>Ballard v US</i>; <i>US v Seeger</i>; <i>Hobby Lobby v Burwell</i></li> <li>• <u>Complete</u>: module including all viewing; attend synchronous session #2 (optional)</li> <li>• <b>DUE</b>: Write a 250-word <b>reflection post</b> about <i>personal sincerity</i> as the standard for assessing the legitimacy of religious freedom claims. Should courts draw a line between <i>sincerity</i> and <i>truth</i>? What is attractive about this distinction? What are its conceptual limits? What do you think any of this might have to do with race?</li> </ul>
5	9/22-9/27	<p><b>Unit Two: Religious Freedom: The US Case</b> Religious Disestablishment</p> <ul style="list-style-type: none"> <li>• <u>Read</u>: excerpts from Sullivan, <i>Church State Corporation</i></li> <li>• <u>Complete</u>: module including all viewing; sign up for optional synchronous session #3</li> <li>• <b>DUE: News Media Curation and Analysis Exercise</b> (see additional guidelines on Carmen)</li> </ul>
6	9/29-10/4	<p><b>Unit Three: Secularism, Space, and State Neutrality</b> France: headscarves and <i>laïcité</i></p> <ul style="list-style-type: none"> <li>• <u>Watch</u>: videos on <i>laïcité</i> and the headscarf controversy</li> </ul>

		<ul style="list-style-type: none"> <li>• <b><u>Complete:</u></b> module including all viewing; attend synchronous session #3 (optional)</li> <li>• <b><u>Activity:</u></b> Explore news items about requiring facemasks during COVID-19 pandemic.</li> <li>• <b><u>Due:</u></b> Write a 250-word <b>reflection post</b> that connects the readings about facemasks to this week’s material about headscarves. How are the issues raised in these controversies similar or different? How are facemasks like or not like headscarves? What do these controversies tell us about the meaning and limits of state secularism and neutrality in the US and France?</li> </ul>
7	10/6-10/11	<p><b>Unit Three: Secularism, Space, and State Neutrality</b> Italy: crosses in the public schools</p> <ul style="list-style-type: none"> <li>• <b><u>Read:</u></b> Zucca, “<i>Lautsi: A Commentary</i>”</li> <li>• <b><u>Complete:</u></b> module including all viewing</li> <li>• <b><u>Activity:</u></b> Explore news items about the recent removal of Confederate symbols and statues and other historical monuments.</li> <li>• <b><u>DUE:</u></b> Write a 250-word <b>reflection post</b> on how debates about Confederate symbols and other historical monuments are or are not similar to the issues raised in <i>Lautsi</i>.</li> </ul>
8	10/13-10/18	<p><b>Unit Three: Secularism, Space, and State Neutrality</b> Indigenous Sovereignty and Sacred Space</p> <ul style="list-style-type: none"> <li>• <b><u>Read:</u></b> Deloria, “Sacred Places and Moral Responsibility”; excerpts from <i>Lyng v Northwest Indian Cemetery</i></li> <li>• <b><u>Complete:</u></b> module including all viewing; sign up for optional synchronous session #4</li> <li>• <b><u>Activity:</u></b> Explore news items about contemporary disputes (e.g. Mauna Kea, NoDAPL, etc.)</li> <li>• <b><u>DUE: Neighborhood Exploration and Reflection</u></b> (see detailed guidelines on Carmen)</li> </ul>
9	10/20-10/25	<p><b>Unit Four: Legal Pluralism and Communal Autonomy</b> Israel: Marriage and the State</p> <ul style="list-style-type: none"> <li>• <b><u>Read:</u></b> TBD</li> <li>• <b><u>Complete:</u></b> module including all viewing; attend synchronous session #4 (optional)</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Activity:</b> Explore material about same-sex marriage in the US</li> <li>• <b>DUE:</b> In a 250-word <b>reflection post</b>, consider how you might defend Israel’s system of religious communal control over personal law from the perspective of secular democracy. How might you criticize it? How does the system address or not address the interests of different groups, such as religious leaders, secular people, women, LGBTQ, interfaith couples, etc.?</li> </ul>
10	10/27-11/1	<p><b>Unit Four: Legal Pluralism and Communal Autonomy</b> Malaysia: Conversion and the State</p> <ul style="list-style-type: none"> <li>• <b>Read:</b> Moustafa, “Ambiguities of Religious Freedom”</li> <li>• <b>Complete:</b> module including all viewing; sign up for optional synchronous session #5</li> <li>• <b>Activity:</b> Interview someone near you and ask them what they think someone has to do to convert or change religions. Does it matter which religion they are leaving or joining? Should be any limits on someone’s right to change religions? Why or why not? Take a few minutes to teach them what you learned from this week’s readings about how these issues are managed in Malaysia.</li> <li>• <b>DUE:</b> Write a 250-word <b>reflection post</b> that describes your interviewee’s answer and connects their response to the Moustafa reading. Did anything about their response or about what you learned about Malaysia surprise you? Did you find any similarities or common themes? What questions did your conversation raise or clarify for you?</li> </ul>
11	11/3-11/8	<p><b>Unit Four: Legal Pluralism and Communal Autonomy</b> England: Religious Membership and State Education</p> <ul style="list-style-type: none"> <li>• <b>Read:</b> Rubens, “Something Has Gone Wrong”</li> <li>• <b>Complete:</b> module including all viewing; attend synchronous session #5 (optional)</li> <li>• <b>Activity:</b> Look at new JFS admissions policy; look online for admissions policies of religious schools in central Ohio.</li> <li>• <b>DUE:</b> In 250 words, write a <b>reflection post</b> in which you make a case for why religiously affiliated private</li> </ul>

		<p>schools should or should not be allowed to discriminate on the basis of religion. By what criteria ought they determine religious membership or identity? How did the JFS case help you understand why this question is so complicated? Would your answer change if I asked you if such schools should be allowed to discriminate on the basis of race or sex? Why or why not?</p>
12	11/10-11/15	<p><b>Unit Five: Conclusions</b> Group Projects, Pt 1</p> <ul style="list-style-type: none"> <li>• <u>Read:</u> material on podcasting</li> <li>• <u>Activity:</u> Work in groups on final projects</li> </ul>
13	11/17-11/22	<p><b>Unit Five: Conclusions</b> Group Projects, Pt 2</p> <ul style="list-style-type: none"> <li>• <u>Complete:</u> group projects, upload podcasts; sign up for optional synchronous session #6</li> </ul>
14/15	11/24-12/3 (includes Thanksgiving holiday)	<p><b>Unit Five: Conclusions</b> Wrap-Up</p> <ul style="list-style-type: none"> <li>• <u>Complete:</u> listen to two other groups' podcasts; SEIs and course evaluations; attend synchronous session #6 (optional)</li> <li>• <u>DUE:</u> In 250 words, write a <b>reflection post</b> in which you respond to the two podcasts you listened to. What did you learn from them? How did the issues they raise relate to the issues you explored in your group's podcast? What did you think of how the other groups chose to structure their podcast conversations? <b>(Special Due Date: 12/2)</b></li> <li>• <u>DUE:</u> <b>Letter #2 to Professor (Special Due Date: 12/2)</b></li> </ul>
<p><b>FINAL 3-5 PAGE ANALYSIS PAPER DEADLINE: 12/6, Carmen dropbox</b></p>		

# Religion and Law in Comparative Perspective History 3680 (33471)/RS 3680 (32819)

Monday/Wednesday 12:45-2:05pm

115 Ramseyer Hall

**Prof. Isaac Weiner**

Comparative/Religious Studies

433 Hagerty Hall

614-688-4032

[weiner.141@osu.edu](mailto:weiner.141@osu.edu)

Office Hours: M 4-5pm and W 2:30-3:30pm (please confirm in advance)

## Course Description:

Debates at the intersection of religion and law dominate the news: Should creationism be taught in public schools? Should religious symbols be displayed in public? Should same sex marriage be legal? Should corporations be required to provide their employees with access to contraception? Was President Trump's executive order on immigration actually a "Muslim ban"? These conflicts raise critical questions about the meaning of secularism and religious freedom; about religion's proper place in American life; and about how we understand what it means to be an American.

Yet as contentious as these questions are in the contemporary United States, they have been addressed in different ways in other times and places. Recent scholarship across a range of academic disciplines has called into question long-held assumptions about the separation of religion and law in the modern world. It has revealed how religion and law intersect, interact, and influence each other in often surprising ways, which vary across different societies and cultures. This situation calls for new ways of describing and interpreting their vexed relationship.

In this course, we will develop tools for thinking critically about these issues by adopting a comparative, interdisciplinary approach. Drawing on concrete cases, historical studies, and theoretical literature, we will explore how the relationship between religion and law has been configured differently in different liberal democracies and what this might mean for contemporary debates.

Our discussions will be guided by a few basic questions: What is "religion" under the rule of law, and how has it been regulated in different times and places? What capacity does law have for accommodating and managing religious and other forms of human difference? What does religious freedom mean today, and what are its conceptual and practical limits?

Readings will include case law and other legal materials, as well as academic writings by religion scholars, political scientists, historians, anthropologists, sociologists,



philosophers, and others. Assignments will invite you to cultivate your own public voice by drawing on the tools you learn in this class to intervene in contemporary debates. The class is open to all students; no prior knowledge is assumed.

## Expected Learning Outcomes

Upon successful completion of this course, students should be able to:

- Read, understand, and analyze literature from multiple disciplines.
- Compare and contrast how terms like “religion” and “law” have been used differently in different historical and national contexts.
- Analyze contemporary debates about the intersection of religion and law in the United States in the context of four centuries of geopolitics and philosophical discussion.
- Apply theoretical insights about the intersection of religion and law to concrete case studies.

## GE Goals and Expected Learning Outcomes

History 3680/RS 3680 counts toward the following GE requirements:

### Historical Study

*Goals:* Students recognize how past events are studied and how they influence today’s society and the human condition.

*Expected Learning Outcomes:*

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

History 3680/RS 3680 addresses these goals by offering students opportunities (1) to analyze particular historical, political, and social factors that shaped the development of religious freedom and secularism in different times and places; (2) to describe and analyze the origins and nature of contemporary issues, such as the place of religion in public school and the state’s role in regulating marriage and sexuality; and (3) to analyze competing interpretations of key events in the historical development of religious freedom, such as the writing of the First Amendment to the U.S. Constitution.

### Diversity: Global Studies

*Goals:* Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

*Expected Learning Outcomes:*

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, people and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

History 3680/RS 3680 addresses these goals by (1) offering students opportunities to conduct cross-cultural comparative analysis, through which they will learn about the different ways that religion and law have interacted in countries such as France, Britain, and Israel, and about some of the political, cultural, social, and philosophical aspects of diverse religious communities, including Jewish, Christian, Muslim, and Hindu; and (2) preparing students for the responsibilities of global citizenship in an increasingly diverse and interconnected world by offering them tools for thinking historically and comparatively about contemporary issues related to religion and law and through assignments inviting them to cultivate their own public voices by bringing insights learned in this course to bear on contemporary issues and case studies.

## Reading

All reading should be completed before the class for which it is assigned.

There are no required texts to purchase for this class. Readings are available on-line or will be posted to [Carmen](#).

## Course Requirements/Grading:

Quizzes, In-class activities, Carmen Assignments	15%
Response Papers	15%
Take-home Midterm ( <b>due 2/20</b> )	25%
Group Presentation ( <b>4/15, 4/17</b> )	15%
Final Paper ( <b>due 4/25</b> )	30%

Plus and minus grades will be given according to the following scale: A+ 97-100; A 93-96; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C 70-72; D 60-69; E 0-59.

## Attendance and Participation

Class sessions will include lectures and extensive discussion of the readings. You are expected to attend all scheduled classes and to come prepared for class discussion. This includes completing all required readings prior to the start of class, bringing copies of

them with you to class, and thinking about any discussion questions posted to Carmen. Although I will not take attendance, I have found that students consistently perform better in this course – and get much more out of it – when they attend each day and actively participate.

In addition, I will occasionally give short in-class quizzes to assess your comprehension of readings and main points from class discussion. I will also occasionally assign short in-class activities or discussion exercises on our class Carmen site. **If you are not in class on the day of a quiz or activity, you will receive a 0.** There is no way to make up an in-class assignment.

**Note:** In this course, you will be graded on **how** you think, not on **what** you think. In other words, you will not be graded on the particular beliefs, opinions, or positions that you advance. You will be graded on how carefully you read the assigned texts, how well you articulate and justify your positions, and on your ability to subject the themes of our course to rigorous critical analysis. While you are not required to agree with any opinions expressed by me or your classmates, you are required to treat them with proper scholarly respect.

## Response Papers

You will be required to write the following response papers--

### a) Ten Reading Response Papers

Class sessions will include lectures and extensive discussion of the readings. To encourage your preparation and participation, you are required to submit written response papers on most (though not all!) days for which there is reading assigned – ten in all. The days on which reading responses are due are indicated in the syllabus by 🖋️.

Your responses should demonstrate that you have completed **all** of the assigned readings for that day. They should aim to focus your thinking and to help set the agenda for our classroom discussions. With that in mind, when writing a response paper about assigned readings, it should take the format of a “quotation, reflection, and question.” In other words, your responses should consist of the following elements, in this order:

- (1) A *quotation* of no more than a few sentences, taken from one of our assigned readings, which you found to be of particular significance or interest. Be sure to cite the quotation properly, including the name of the source from which it was taken and the page number.
- (2) A *reflection* on what you took to be the **three** most important points from the week’s readings. These should be listed, concisely, in bullet-point format.
- (3) A *question* that you have about this week’s readings, which you would like us to address in class. Your question should be substantially different from any discussion questions I post to Carmen and should relate to the main points of the readings. Your question may address the quotation you selected or the substance of your personal reflection, but it does not have to.

## b) Two Event Response Papers

You are required to write one response to the March 18 guest lecture (**due 3/20**) and one response to another on-campus event that you choose to attend (due as indicated on list of events).

When responding to these events, you should write a 2-3 page report about what you learned. These papers should include *both* a summary of the lecture's key points **and** reflections on how the lecture related to themes of this course.

→ For both types of papers, responses should be typed and submitted electronically to Carmen. Please also have a copy available to consult in class. They are due by the start of class on the day of the deadline. **Late responses will not be accepted** without proper documentation. Responses will be graded on a simple scale: a check for satisfactory work, a check minus for work needing improvement, or a zero for failing to meet the requirements of the assignment.

## Late Policy/Extensions

Response papers will **not** be accepted late without documented excusal. In the event that you have to miss another writing assignment deadline for any reason (personal, health-related, family-related, etc.), it is your responsibility to request an extension as soon as possible and to provide appropriate documentation (e.g. a doctor's note). **You must make your request by email on or before the day of the deadline.** Otherwise, late submissions will be penalized **5% per day**.

Your success in this class matters to me. If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course. Students experiencing personal problems or situational crises during the semester are encouraged to contact the OSU Counseling and Consultation Service (614-292-5766; [www.ccs.osu.edu](http://www.ccs.osu.edu)) for assistance, support, and advocacy. This service is free and confidential.

## Technology policy

The evidence increasingly suggests that most students produce better work and receive higher grades when taking notes by hand rather than using a laptop, and that sitting near students using laptops and other electronic devices has a negative effect on your grades *even if you are not using such devices yourself*. For these reasons, I strongly encourage everyone to consider leaving laptops packed away. If you do wish to use your laptop in class, I ask you to sit in the back row. **However, cell phones and other electronic devices are never permitted in class unless directed by me.**

Email is the best way that I have to communicate with you outside of class. Even if email is not your usual mode of communication, please make sure that you check it every day in case I need to get in touch with you. Similarly, please make sure to check Carmen frequently so that you are aware of announcements about the course.

## Plagiarism and Academic Misconduct

Plagiarism is the unauthorized use of the words or ideas of another person. It is a serious academic offense, and is described in detail in your student policies handbook. Please read this information carefully, and remember that at no point (including discussion) should words or ideas that are not your own be represented as such.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>

## Writing Center

The **OSU Writing Center** is a free service that provides professional tutoring and consultation on writing. Visit <http://cstw.osu.edu> or call 614-688-5865 to make an appointment. They also offer drop-in consultations in Thompson Library and online consultations via the chat function on Carmen. I encourage you to use the university resources available to you to improve the quality of your writing. If you do decide to use these services, please authorize that I be notified via a tutoring report because it helps me gauge your effort and track what advice has been given to you.

## Disability Services

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be

implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

## Course Schedule

*\*\*This course schedule may be modified during the semester. Please check Carmen frequently so that you know of any updates.*

### Week 1 – Introductions

**1/7 - No reading**

**1/9 - Opening Case Study**

*Required Reading*

- *Masterpiece Cakeshop v. Colorado Civil Rights Commission* Summary [\[Link\]](#)
- Howe, Amy. 2017. "Wedding cakes v. religious beliefs? In Plain English." SCOTUSblog. [\[Link\]](#)
- Howe, Amy. 2018. "Opinion analysis: Court rules (narrowly) for baker in same-sex-wedding-cake case." SCOTUSblog. [\[Link\]](#)

## Comparative History

### Week 2 - Wars of Religion and the Origins of the “Secular”

#### 1/14 - John Locke and the Enlightenment 🖋️

*Required Reading*

- Locke, “Letter Concerning Toleration” (Carmen)

#### 1/16 - Defining our Terms

*Required Reading*

- Casanova, José. “Secular, Secularizations, Secularisms.” on the Immanent Frame Blog. [\[Link\]](#)

### Week 3 – Religion, the Secular, and the United States

1/21 – No Class: MLK, Jr. Day

1/23 – No Class: Please complete online Carmen discussion activity

### Week 4 – USA

#### 1/28 🖋️

*Required Reading*

- Kuru, Ahmet T. 2009. *Secularism and State Policies toward Religion: The United States, France, and Turkey*. Cambridge; New York: Cambridge University Press. Chapter 3. (Carmen)

1/30 - no required reading

### Week 5 – France

#### 2/4 🖋️

*Required Reading*

- Kuru, Ahmet T. 2009. *Secularism and State Policies toward Religion: The United States, France, and Turkey*. Cambridge; New York: Cambridge University Press. Chapter 5. (Carmen)

#### 2/6 🖋️

*Required Reading*

- Taylor, Charles. 2010. “The Meaning of Secularism.” *Hedgehog Review*. [\[Link\]](#)

### Week 6 – Israel

#### 2/11 🖋️

### Required Reading

- Declaration of Independence of the State of Israel. [Link]
- Edelman, Martin. *Courts, Politics, and Culture in Israel*. Charlottesville, VA: University Press of Virginia, 1994. Chapters 3 and 4. (Carmen)

2/13 - no required reading

## Week 7 - Thinking Comparatively and Taking Stock

2/18 - **Class discussion** – no required reading

2/20 – **MIDTERM EXAM DUE**

In Class Screening and Discussion: “In the Light of Reverence”

## Themes and Case Studies

### Week 8 – Defining Religion

2/25 - **Scientology** 🖋️

#### Required Reading

- Urban, Hugh B. “The Church of Scientology: New Religions and Tax Exemption.” In *New Age, Neopagan, and New Religious Movements: Alternative Spirituality in Contemporary America*, 135-156. Berkeley, CA: University of California Press, 2015. (Carmen)

2/27 - **The “Muslim Ban” and U.S. Foreign Policy**

#### Required Reading

- Elizabeth Shakman Hurd, “Trump’s Immigration Order Means Bureaucrats Have to Decide Who’s a ‘Real’ Christian.” *Washington Post*, February 8, 2017. [Link]

### Week 9 - Symbols

3/4 🖋️

#### Required Reading

- Zucca, Lorenzo. 2013. “Lautsi: A Commentary on a Decision by the ECtHR Grand Chamber.” *International Journal of Constitutional Law* 11 (1): 218–29. [Link]
- Sullivan, Winnifred Fallers. 2016. “The Cross: More than Religion?” *The Immanent Frame*. [Link]

3/6 - no required reading



## (OSU Spring Break 3/11-3/15)

### Week 10 – Sovereignty and Indigenous Rights

3/18 🖋️

*Required Reading*

- Tisa Wenger, “Sovereignty.” In *Religion, Law, USA*, eds. Dubler and Weiner. NYU Press, 2019.

**Guest Lecture:** Benjamin Berger (Osgoode Hall Law School, York University), “The Renaissance of Sovereignty in Freedom of Religion”

3/20 – no required reading – **BERGER RESPONSE PAPER DUE**

### Week 11 – Membership

3/25 🖋️

*Required Reading*

- Rubens, Heather Miller. “Something Has Gone Wrong: The JFS Case and Defining Jewish Identity in the Courtroom.” *Md. J. Int’l L.* 29 (2014): 366. [\[Link\]](#)

3/27 - no required reading

### Week 12 – Marriage, Divorce, and Women’s Rights

4/1 🖋️

*Required Reading*

- *Shah Bano* case study: Jenkins, Laura Dudley. 2016. “Shah Bano - Muslim Women (Protection of Rights on Divorce) Bill.” [\[Link\]](#)

4/3 - no required reading

## Conclusions

### Week 13 – In-Class Group Work

4/8, 4/10 - No required reading

### Week 14 – In-Class Presentations

4/15, 4/17 - No required reading

### Week 15 - Conclusions

4/22 - Concluding conversations

**\*\*FINAL PAPER DUE by 11:59pm Thursday 4/25 \*\***

**HIST/RS 3680: Religion and Law in Comparative Perspective**  
**GE Assessment Plan – Revised (DL)**

**Assessment plan for the DL course:**

GE Historical Study and GE Diversity: Global Studies Assessment Plan

**a) Specific Methods used to demonstrate student achievement of the GE expected learning outcomes**

GE Expected Learning Outcomes for Historical Study GE	Direct Methods ( <i>assess student performance related to the expected learning outcomes. Examples of direct assessments are: pre/post test; course-embedded questions; standardized exams; portfolio evaluation; videotape/audiotape of performance</i> )	Indirect Methods ( <i>assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are: student surveys about instruction; focus groups; student self-evaluations</i> )
1. Students construct an integrated perspective on history and the factors that shape human activity.	Analysis of weekly reflection posts <sup>1</sup>  Analysis of final paper <sup>2</sup>	Opinion survey <sup>3</sup>  Student self-evaluation <sup>4</sup>
2. Students describe and analyze the origins and nature of contemporary issues.	Analysis of weekly reflection posts  Analysis of final paper	Opinion survey  Student self-evaluation
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.	Analysis of weekly reflections posts  Analysis of final paper	

GE Expected Learning Outcomes for Diversity: Global Studies	Direct Methods ( <i>assess student performance related to the expected learning outcomes. Examples of direct</i>	Indirect Methods ( <i>assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and</i>
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	<i>assessments are: pre/post test; course-embedded questions; standardized exams; portfolio evaluation; videotape/audiotape of performance)</i>	<i>perceptions. Examples of indirect measures are: student surveys about instruction; focus groups; student self-evaluations)</i>
1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.	Analysis of weekly reflection posts  Analysis of final paper	Opinion survey  Student self-evaluation
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.	Analysis of weekly reflection posts  Analysis of final paper	Opinion survey  Student self-evaluation

<sup>1</sup>Throughout the semester, each student has the opportunity to demonstrate mastery of GE expected learning outcomes by contributing weekly reflection posts in response to specific prompts. Elements that reprise the GE expected learning outcomes have been written into the assessments for each of these graded elements.

<sup>2</sup>In the final paper, each student has the opportunity to demonstrate mastery of GE expected learning outcomes on a project of his or her own choosing. Elements that reprise the GE expected learning outcomes have been written into the rubric for the semester-long paper. See sample rubric in Appendix II.

<sup>3</sup>At the end of the semester, each student will be asked to fill out an evaluation of the course, the professor's guidance toward expected outcomes, and their performance regarding these outcomes. See sample evaluation tool in Appendix I.

<sup>4</sup>At the start and end of the semester, each student will submit a "letter to the professor" in which they evaluate their own progress toward achieving personal and course learning goals.

**b) Explanation of level of student achievement expected:**

For weekly reflections and research paper, success will mean that at least 75% of the students will reflect undergraduate-level mastery of 75% of the GE ELO's for the two GE categories.

**c) Description of follow-up/feedback processes:**

At the end of the course, we will use an analysis of the reflection posts and paper outcomes to identify problem spots and how we might change the course and the presentation of materials to

insure better fulfillment of the GE expected learning outcomes. We will also analyze the self-evaluation questions carefully to judge how students evaluated their own progress and to determine whether student perception meshed with performance. If there is a conflict, we will adjust the presentation and assessment of material as warranted. We will archive these end-of-semester analyses in the instructors' offices so that we can gauge whether any changes made were effective. These evaluations will be discussed with the curriculum committee when required. We will also use these data to write a GE report when the ASCC Assessment Panel asks for a report.

## **Appendix I: Indirect Assessment Tool (sample)**

### **GE Assessment of HIST/RS 3680**

This course is designed to meet the following GEs: **Historical Studies; Diversity: Global Studies.**

Expected Learning Outcomes for these GE are:

Historical Studies ELO1: Students construct an integrated perspective on history and the factors that shape human activity.

This course provided opportunities for me to meet this objective.

Strongly Agree – Agree – Disagree – Strongly Disagree

How?

Historical Studies ELO2. Students describe and analyze the origins and nature of contemporary issues.

This course provided opportunities for me to meet this objective.

Strongly Agree – Agree – Disagree – Strongly Disagree

How?

Historical Studies ELO3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

This course provided opportunities for me to meet this objective.

Strongly Agree – Agree – Disagree – Strongly Disagree

How?

Diversity: Global Studies ELO1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.

This course provided opportunities for me to meet this objective.

Strongly Agree – Agree – Disagree – Strongly Disagree

How?

Diversity: Global Studies ELO2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

This course provided opportunities for me to meet this objective.

Strongly Agree – Agree – Disagree – Strongly Disagree

How?

Other comments:

**Appendix II: Direct Assessment Tool (sample)**  
**Final Paper Rubric**

Criteria	Pts
Strong, well-crafted thesis (10)	
Illustration of claims with textual support (15)	
Textual accuracy (15)	
Organization and articulation of ideas (10)	
Historical thinking: explains historical factors that shape human activity (10)	
Historical thinking: describes and analyzes the origins and nature of selected case study (10)	
Historical thinking: integrates primary and secondary sources to consider diverse interpretations of past events in historical context (10)	
Global thinking: Demonstrates understanding of political, religious, and cultural aspects of at least one nation outside the US (10)	
Global thinking: Demonstrates how understanding of global diversity shapes student's own attitudes and values (10)	
<b>Total (100)</b>	

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course: History/Religious Studies 3680**

**Instructor: Isaac Weiner**

**Summary: Religion and Law in Comparative Perspective**

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> <li>Office 365</li> <li>Carmen</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>Carmen Discussion Board</li> <li>Carmen Wiki</li> <li>Zoom</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			All are available for free.
6.4 The course technologies are current.	X			All are updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.		X		Please add statement b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.		X		Please add statement c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			university accessibility policy is present.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Statement is included with contact information on how to make accommodations.
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

### Reviewer Information

- Date reviewed: 7/15/20



- Reviewed by: Ian Anderson

**Notes: Please add statements b & c.**

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.

<http://advising.osu.edu/welcome.shtml>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.